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ABSTRACT

This conference report deals with the roles and objectives of adult basic education in manpower development; educational personnel and technology; educational innovation; and special problems in teaching disadvantaged adults. Office of Education activities involving regional university resource specialists are described, as is the learning center approach to providing individualized adult instruction. Special experimental and demonstration projects include the following; interagency cooperation through the Appalachian Adult Basic Education Demonstration Center (Morehead State University, Kentucky); the Adult Armchair Program in ghetto homes in Philadelphia; adult migrant education in Florida; use of mass media with Spanish speaking adults in Albuquerque; a program in New York City for Head Start parents; preparing disadvantaged youth in Washington, D.C. for permanent Civil Service jobs; the Center for Adult Basic Education Learning (CABEL) in Virginia; an orientation program in job terminology (Columbus, Ohio); and computed assisted instruction curriculum development at North Carolina State University. Projects and adult basic education teacher training institutions are listed. (ly)

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ADULT BASIC EDUCATION: PRIORITIES & POTENTIAL

A Report on the Second National Leadership Conference on Adult Basic Education

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"The education of adults must have long-range goals, just as does the education of children and youth . . . ."

President Richard M. Nixon

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FOREWORD

". . . This country is experiencing a crisis of underlearning and an opportunity for adults to continue to learn must be provided. This is a public necessity and a public responsibility . . . .
The urgency of meeting the needs of undereducated people becomes more critical with each passing day. Rapid cultural and technological progress has developed as our population growth continues; therefore, steps must be taken to provide the avenues by which mature citizens can enter the mainstream of the American work force. What is required of the area of continuing education, especially basic education, is that it must be far more extensive than at present, it must be specific, yet, it must be concerned with the whole person, i.e., the total development of the individual. Merely to train a person to perform a routine or even skilled task without consideration for his total growth is giving him short term help which must be repeated continually as his job changes. This is not quality education and if we want people of quality, we must educate them accordingly. The education of adults must have long-range goals just as does the education of children and youth . . ."

President Richard M. Nixon

Adult Basic Education (ABE), initiated as a crash poverty program, is now emerging as a powerful tool for social change. It is already demonstrating potential for making a significant contribution toward the solution of some of the Nation's problems. Beyond this, it is enabling people to live better by making effective use of the vast resources available in growing abundance. Now, wider goals call for an assessment of the current program and a search for tools for the challenging task.

By the spring of 1968, there were numerous indications suggesting that adult basic education was reaching a stage in development that held promise of moving this educational pursuit from the crash poverty-based program to a dynamic, creative endeavor that is future-oriented in goals, in tasks, and in methods. On the other hand, the broadened basic education program will recognize and cope with the remedial aspects of problems that limit man's effectiveness as a person, a worker, a citizen, and a family member and/or parent; on the other, the program will move toward the major focus of enabling the adult, through education, to become more self-reliant, more fully human, and better equipped for fuller participation in a rapidly changing society.

The Second National Leadership Conference on Adult Basic Education, held in San Antonio, Texas, April 15-19, 1968, was strongly future-oriented. This conference served to highlight the attainments of the three-year old ABE program and provided a forum for consideration of broader goals and directions and new resources for the task. Joint sessions were held with the National Society for Programmed Instruction. Conference participants included members of the National Advisory Committee, Regional Program Officers, State ABE Directors, University Resource Specialists, and Directors of the Special Experimental and Demonstration Projects funded by the U. S. Office of Education. Leaders of other well-known and successful programs for disadvantaged adults were also present.

Because of the diversity of the groups in attendance, the conference reached unprecedented heights in meaningful dialogue regarding shared goals and related efforts in the larger field of Adult Basic Education. Comparison and

examination of present and projected program needs and discussion of maximum use of new technologies and disciplines revealed the scope and challenge of the task. Finally, as a result, the conference participants identified adult basic education priorities for the next decade and defined needed courses of action. This publication compiles the efforts of this conference, making stimulating information available to those who work in the various facets in adult education.

We are indebted to Dr. J. B. Adair, Director of the special adult education project at North Carolina State University and to his staff for the publication of this report. Special acknowledgement is due Leora Wood Wells and Faye Humphries for the preparation and editing of the manuscripts, Dr. Barbara Chandler of the Office of Education for her service in the production and publication of this report, and the Conference participants, without whose contributions of time and related experiences these ideas would be unavailable.

Paul Delker
Director, Division of Adult Education
Office of Education
Department of Health, Education and Welfare

"Integration . . . without preparation is frustration . . . Some massive effort was essential . . . to reach the great numbers of unskilled black men and women who remained unemployed because they lacked the education and social skills to qualify them for the jobs that had become available . . . the key to the door of opportunity could only be education."

Rev. Leon Sullivan
Philadelphia, Pa.

"We are still thinking of education in limiting terms, as a neat little package of knowledge which can lead to some sort of degree or certificate. Degrees and certificates are totally irrelevant to the facts of life of the poor and tired. . . . These people know already what educators seemingly have to learn—that the important thing is a man's skill and competency."

Dr. Gabriel Ofiesh
Catholic University

"Meeting the goals of Adult Basic Education will mean helping people who want to develop a sense of direction, establish realistic yet challenging goals and then helping them further to master the behavioral skills that will enable them to start moving toward their goals . . ."

Dr. Barbara A. Chandler
U.S. Office of Education

"With the growth of educational technology, educators have found themselves thrust into a new partnership . . . with industry. . . . The adjustment, for both education and industry, is not entirely an easy one. But it is thrust upon us today, ready or not. . . . A continuing dialogue must be established between education and industry. For one is now dependent on the other."

Dr. Robert Gates
Philco-Ford Foundation

INTRODUCTION

The most valuable asset of this nation is its human resources. As economic security was reached, a commitment to social goals brought into focus highly disturbing facts. In a country dedicated to opportunity, to progress, to educational achievement, a large segment of the population—more than 24 million adults, seriously limited by inadequate formal education—are continually faced with dependency, frustration and defeat. These are personal tragedies which add up to a nation's loss in human resources.

The undereducated are functionally handicapped in other ways as well. They lack specific job skills in a culture which stresses specialization and technical competence. They lack the social skills that provide admission for full participation in society. They lack the sense of personal worth and dignity that provides the inner strength to overcome their other deficiencies.

For adult basic education, the challenge is to help these millions of Americans who have reached adulthood with the door to a productive life closed in their faces . . . to help provide them at least a basic educational competence.

This is not just a question of teaching people to read or seeing how many math problems they can master. It is primarily a venture of support for a neglected sector of an otherwise economically affluent society. Meeting the goals of adult basic education will mean helping people who want to develop a new sense of direction, establish meaningful, realistic yet challenging goals and then to master the behavioral skills that will enable them to move toward their goals.

Participants in the Second National Leadership Conference on Adult Basic Education considered some specific problems with which ABE must deal in order to fulfill its obligations as a force for change in the lives of disadvantaged adults.

One primary handicap is the lack of trained and effective teachers. A special type of teacher is needed for the disadvantaged adult. Thus a need is created for a new field of specialization. But, before these specialists, must come the teachers to train them.

Already the number of universities offering graduate programs in adult education is increasing. At present, the universities are simply unable to move fast enough to fill the manpower gap. Efforts must also be continued and expanded to extend training of teachers already in the field, through seminars, workshops and field work at adult learning centers. Ideally, all university ABE teacher-training efforts should be related to the needs of the region being served.

Another inadequacy is in available curriculum materials suitable for the adult learner. There is an acute need for closer working relationships between educators involved in teaching disadvantaged adults and manufacturers and publishers of programed instruction devices and materials. The latter problem is complicated further because materials needed vary from state to state and even among different populations of the same community. It is obviously difficult, from every standpoint, to have mass production of materials tailored to meet such widely diverse needs.

Specialized teaching programs, specialized teaching equipment and individualized curriculum materials are only three indicators that funding for adult basic education is another major problem. While federal funds for ABE have increased in recent years, it is becoming more apparent, as the program develops, that other financial sources must be tapped. The federal funds must be paralleled by increases in state and local revenues and monies from the private and business sectors of the economy.

Educators have sometimes been told they are not looking clearly at the realities of life. Nowhere is the challenge to be concerned with immediate reality more pertinent than in adult basic education. Here the major target group has roots in a culture alien to the average educator with his middle class standards of value and his focus on intellectual achievement as a goal in itself. Where ABE succeeds, there is direct correlation with how well its leaders have identified the needs of potential students. Learning from students what they need and want to learn is particularly relevant in relation to curriculum development.

Although adult basic education must be identified in some aspects as a crisis activity, the program is, by its original function, related to social progress and decline. ABE must examine with objectivity the social issues of the time and the program's responsibilities toward preventing long hot summers and long cold winters when poverty, ignorance, prejudice and lack of opportunity can inbreed as volatile ele-

ments of hatred and rebellion. So, ABE leaders see a need for continual evaluation of the relevance of the program.

The real measure of success of the adult basic education program must be the evidence of specific impact on human lives. Student achievement needs to be compared with learning habits outside class. Emotional adjustments, motivation, interest, persistence and various other factors must be considered. Social indicators will be—in fact, already are—in view to demonstrate program effectiveness.

Designing and tailoring genuinely effective adult basic education programs requires communication among all agencies concerned, at federal, state and local levels and in the private communities. This need for better communication is related to another key problem—lack of adequate staffing.

In young programs, like ABE, a few people must do the work of many. Reports of past efforts are often the last thing on the work agenda. This lack of feedback is a handicap to all.

As they discussed the preceding problems or priority issues, Conference participants considered the value systems of education. There was a keen realization that the "American Dream" of a secure, satisfying and productive life is for many Americans a very distant goal. Achievement of the dream often seems hopeless. Ironically, this is due partially to the vast explosion of technological and scientific knowledge for which educators are responsible. Now education must be disseminated as quickly and economically as possible.

There are no easy answers for many of the issues that must necessarily be raised in adult basic education. In following sections of this report, some of the answers are discussed. Some reports of progress are listed. Constructive thinking about the future of ABE emerges.

SELF-HELP EDUCATION: KEY TO THE DOOR OF OPPORTUNITY

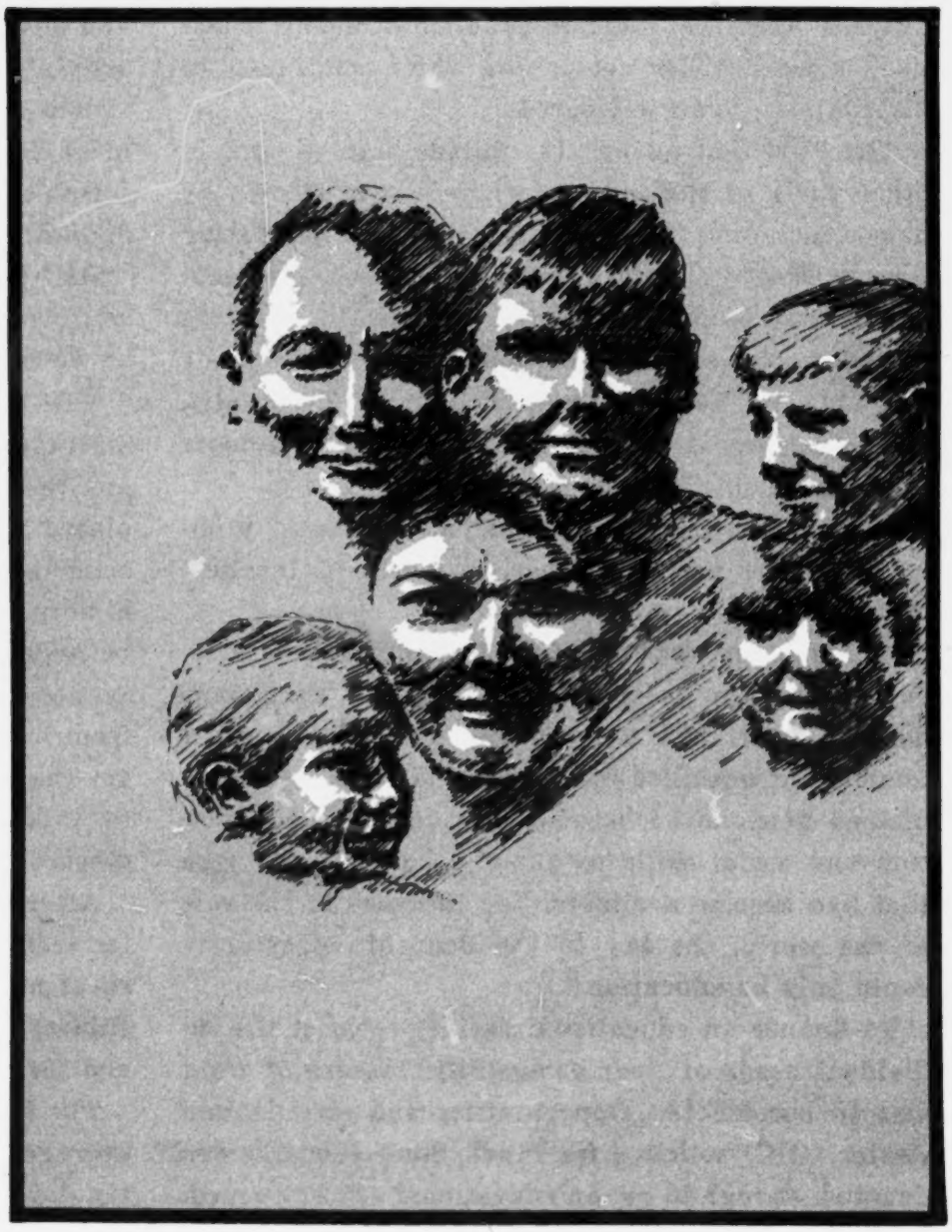
(The keynote speaker at the Conference, Rev. Leon Sullivan of Philadelphia, is the founder and chairman of the Board of Directors of Opportunities Industrialization Center (OIC). This is perhaps the most successful self help training program in interrelated adult basic education in America. Following are some excerpts from the Rev. Mr. Sullivan's speech and summations of some of his experiences with OIC and a resulting companion program, Adult Armchair Education. These statements reflect the challenge and adventure of adult basic education.)

"The winds of change are blowing all over this world . . . they cut across America. A new America is being born.

"Before 1954, we had lived in two Americas. As far as the people were concerned, there was a 'Black America' and a 'White America' . . . there were black and white neighborhoods, schools and jobs. Whites got most of the jobs. And 90 per cent of the jobs blacks did get were dead end . . . chicken pickin' jobs, where no individuals could see a future . . . I know about these two Americas. I was born in 'Black America.' The only time I saw a white boy was in the middle of the street when we had a fight.

"But 1954 brought a realization that significant changes can take place. The resulting contacts between black and white Americans reverbrate like the sound of a jet plane as it breaks the sound barrier. The plane moves silently; vibrations rattle the windows and shake the chairs. Eventually, the vibration ceases. The noise becomes only a memory as the plane soars on its way. So it will be with the confrontations between black and white Americans. Today's disturbances will pass, become a memory as the country moves toward its goals of equal opportunities for all.

HUMAN NEEDS AND RESOURCES



"Yes, the winds of change are blowing across America. We can use these winds to give our dreams reality. In spite of all we read and see and hear that disturbs us today, we can link our desires, our hope, our commitment. We can say together 'I think we are going to make it' ".

According to the Rev. Mr. Sullivan, the most important change perhaps has been the realization of the need for black and white people to begin measuring up to the demands of the time in which they live.

This meant, in his city—industrial Philadelphia—in the late 1950's, there was a realization that the business community must abandon the discriminatory employment practices which could no longer be tolerated by the Negro community comprising a fourth of the population.

Some 400 Negro ministers initiated the massive effort in Philadelphia called "Selective Patronage." Citizens were requested to practice economic sanctions against those companies which continued to discriminate against Negroes.

"Selective Patronage" in Philadelphia — and in other parts of the country where it was known by names including "Selective Buying" and "Operation Breadbasket"—created new hostilities and new legal action. But it eventually created what its creators intended. Thousands of job opportunities were made available to Negroes in Philadelphia. Eventually, every company in the Delaware Valley opened doors to Negro employees.

Success in the area of employment created problems in other areas, however. In words of the Rev. Mr. Sullivan:

"Integration was important but integration without preparation is frustration. We saw that some massive effort had to be made to reach the great numbers of unskilled black men and women who remained unemployed because they lacked the education and social skills to qualify them for the jobs that had become available. For them, as to the rest of the world, the key to the door of opportunity could only be education."

To finance an educational facility to meet the individual needs of their community, leaders of what was to become the Opportunities Industrialization Center (OIC) solicited for funds. Some $200,000 was donated, enough to get an educational center opened. Philadelphia businesses supplied equipment so the enrollees could get specific job training. OIC opened in an old jail building on Jan. 21, 1964. Over 8,000 people were waiting in line, in zero degree weather.

Within two weeks, all available classroom space was taken. However, by this time, it had become clear that putting people behind machines to teach specific skills was not going to be enough. The students were the hard-core poor, over 90 per cent living at the poverty level. Over 50 per cent had police records. Few had the ability to communicate clearly, nor did they possess many other social skills. In addition to specific job competence and basic educational training, they needed a sense of pride in themseles as worthwhile individuals, playing contributing roles in a productive society. The Rev. Mr. Sullivan describes what he sees in OIC students:

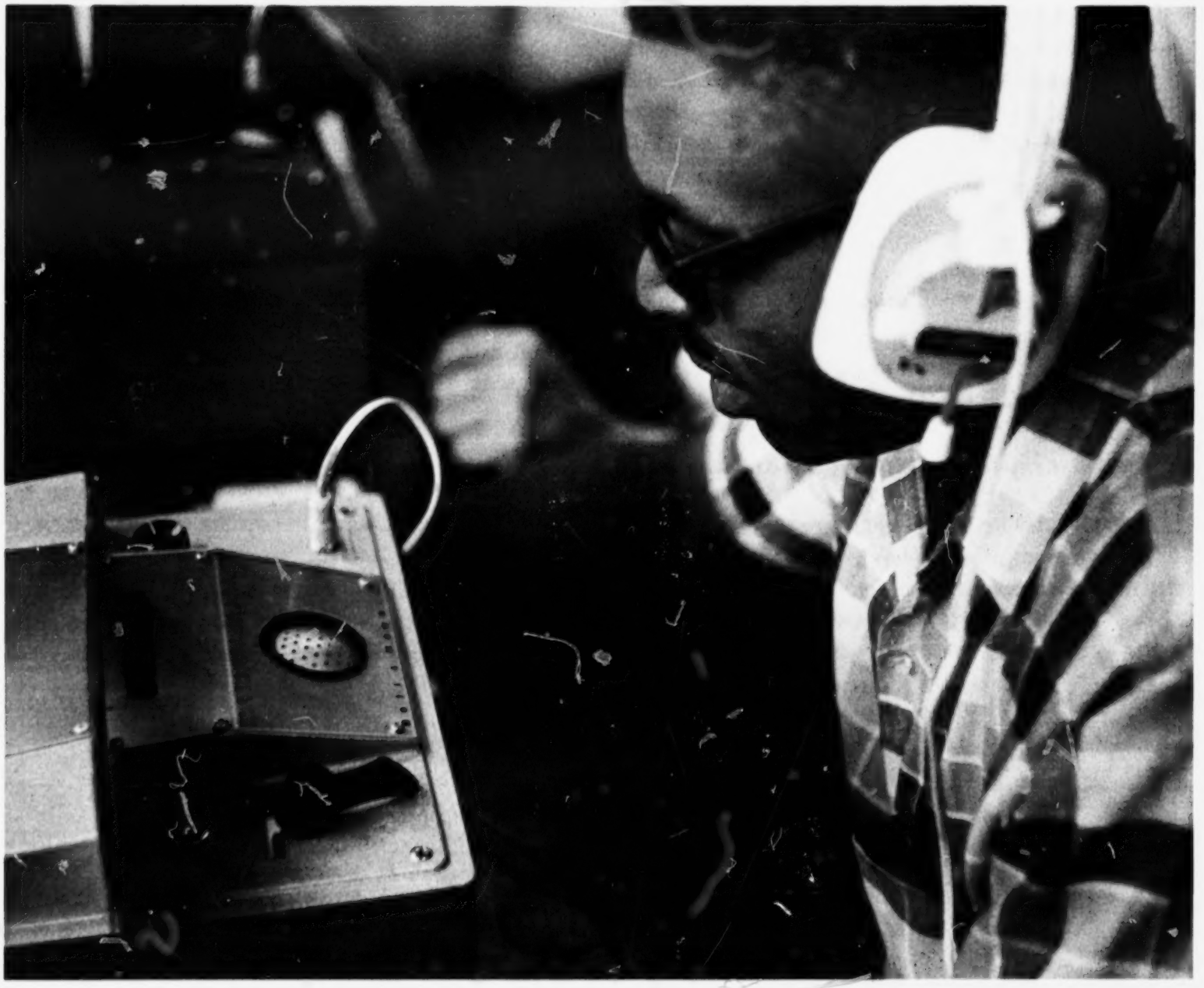
"From the time they are little children, black boys and girls are told in every conceivable way that they are inferior. The hero wears the white hat, the villain the black. . . . The white man commands, the black follows. . . . The white woman, in her comfortable home, is served by a black woman from a distant, shabby part of town.

OIC has to teach the black you don't have to be white to be smart; you don't have to be blonde to be beautiful."

The first prevocational program in the United States was added to the OIC curriculum. The objective is training in self concept. Enrollees are placed in a feeder school program where they learn computational and communication skills, minority history, consumer education, grooming and personal behavior. They stay in the feeder program as long as necessary. They are taught basics that range from how to tell fresh bread from stale to how to get the most out of a dollar. They must learn how to walk and talk and to hold up their heads in self respect.

After leaving prevocational classes, students enter training in specific skills—electronics, drafting, sheet metal work, IBM and teletype operation, machinery, plumbing, licensed contract electrical work, and for employment as waiters and waitresses.

The Rev. Mr. Sullivan said the waiting list at OIC averages 7,000. Around 1,500 students are in the regular training program at all times. In the first four years of operation, OIC trained over 5,000



people who are now employed in 30 skill areas in the city of Philadelphia.

Eighty per cent of OIC trainees have had immediate job placement and employers surveyed report OIC trained workers not only meet standards set by other employees but, in many instances, surpass them. Over 15 million dollars of new purchasing power has been added to the Philadelphia economy and more than two million dollars that would have been spent on relief programs has been saved.

OIC was started by black people in Philadelphia as a self-help program. Since its beginning, similar programs have been placed in operation in 70 other cities. A national OIC Advisory Committee has been formed with distinguished black and white membership. OIC has spread from black communities to other areas, with programs available now for the poor white population of Appalachia, Mexican Americans in the Southwest and Eskimos in Seattle, Wash. Programs have been established in several foreign countries, including Puerto Rico, Nigeria and Tanganyika.

As OIC succeeded, it became easier to find financial resources to expand not only basic OIC programs but other related programs, as well. The Rev. Mr. Sullivan helped start one of these related projects, The Adult Armchair Education Program.

He explains why:

"OIC, this program of the people and for the people, had become one of the most inspiring movements of hope in our country at this time. But, to its leaders, its success was still not enough. A way

was needed to reach deep into the crevices of the ghetto, to find and help those who could not by themselves find the self-motivation to come to the OIC program. And so we devised a new program to reach hundreds and thousands of people in their own neighborhoods, in their own homes. And now, in the familiar setting of the home of the ghetto, small groups of 10 or 12 can gather together to be taught that a new way of life is possible."

The Adult Armchair curriculum focuses on basic literary skills, attitudes and development of self-concept. Leadership of the small learning groups is provided by CORKS, whom the Rev. Mr. Sullivan describes as "the natural leaders in each community, the ones who pop to the surface, like corks, to show others the way."

A sample group of 272 participants in the early Adult Armchair projects was studied for evaluation of program effectiveness. Nearly 80 per cent had been motivated to seek additional job training, a sizeable number secured new jobs and every participant claimed measurable assistance of some type.

While the first Adult Armchair projects were financed solely by private gifts from churches and local businesses, the expanded program in operation now has been funded by the U. S. Office of Education, under Section 309 of the Adult Education Act of 1966. The Rev. Mr. Sullivan estimates that by 1970 in Philadelphia alone the program will reach 40,000 adults in 600 home learning centers. This number will be expanded greatly through programs in operation in numerous other cities.

The Rev. Mr. Sullivan accepts no pay for his work with OIC, Adult Armchair and other adult basic education programs. He expresses his own motivation:

"This is *my dream, my conviction.* No, let me say it is *our* dream. It *is* possible to make every person in America literate, from the slums of New York to the deprived areas of the deep south to the migrant areas of the west. It *is* possible to help every person find his own way out of poverty and despair, *out of hopelessness into hope. . . .*"

A new job, a more productive future.

Adult Armchair volunteer approaches home of potential students.

THE CHALLENGE TO RELEVANCY

(The following excerpts are from an address by Dr. Gabriel Ofiesh, Professor of Education, Catholic University, Washington, D. C.)

"Education as now organized is an anachronism. And unless educators wake up to the need for a complete revision of educational methods, we will find ourselves in a dying profession.

"We go on, endlessly, repeating the same mistakes and using techniques long since shown to be ineffective. We fail to make use of the new approaches and new technologies available to us—trying, instead, to force new ideas into conformity with old concepts and methods.

"Remedial reading is a case in point. It is no secret that remedial reading classes, as we offer them now, just do not work. They do not reach the children who need them most. And they seldom help those they do reach. But the 'grandiose system' goes on . . . we throw good money after bad, as we add more and more remedial reading classes.

"Misuse of educational television is another example of our misdirection. Television is a medium of unlimited teaching potential. Yet most current educational television programs seem directed to Scotsmen marooned on a desert island.

"And this country's educators sit back and watch pennies appropriated for educational television while millions go into the production of commercials for headache remedies.

"Educational television now offers didactic capsules of warmed over facts at a time when viewers could be watching live coverage of the nation's leaders confronting each other in discussion of the most vital issues of our day. We present lecturers who drone on in an endless singsong, ignoring the fact that Captain Kangaroo is the most highly qualified non-certified teacher in the United States . . . a teacher who has proven he can reach minds and hold the attention of those who watch him.

"It is an astounding fact that the technology of our society is more familiar to its children than to the vast majority of its adults. And this is primarily because of what they see on popular, commercial television.

"In the classroom, we do no better with our educational efforts. To students alive in a chaotic world, we teach history chronologically, plodding systematically through events that seem utterly unrelated to life today. Why not reverse the procedure? Why not start with today's front page events and move backward to the Civil War or the Norman Conquest or whatever events can provide some direct parallels to the puzzling world confronted by today's young people?

"We hear a great deal of criticism of student activists and their strident songs of protest. But what are these young people saying? Many of them are saying 'give us more up-to-date administration, teachers who know how to relate to today . . . give us an education that is meaningful today.' Have we forgotten the lessons in history and the humanities contained in the strident music of 'Carmina Burano', that magnificant collection of songs by the wandering minstrels in the Middle Ages? These minstrels were protesting students and monks who had left their orders.

"It is also time for educators to recognize that we are not going to reach ghetto families—children or adults—through the school system as it is now organized. We have to get out of the didactic act and offer education in ways ghetto families will accept.

"We are failing miserably, not only in basic education but also in conveying the principles of mere survival. The fact that thousands of babies die unnecessarily because their mothers lacked adequate prenatal care is not primarily a medical problem; it is an educational problem.

"We are still thinking of education in limiting terms, as a neat little package of knowledge which can lead to some sort of degree or certificate.

"Degrees and certificates are totally irrelevant to the facts of life of the poor and tired, the huddled masses yearning to be free. These people know already what educators seemingly have to learn—that the important thing is a man's skill and competency.

"We do not have a drop-out problem in our schools in the United States. We have a 'push-out' problem. With rigid and outdated methods we, the educators, are literally pushing creative and frightened people right out the door.

"It is quite natural that we now have an adult education problem. At a time when men and women need help to overcome educational handicaps, we—who are partially responsible—offer them more of the same kinds of education that led to their failures in the past.

"What they need is basic competencies, skills to help them make a living and a feeling of success which will help them build self-reliance and self-respecting images.

"It has always been the goal of educators to meet the needs of their students. The old values are not tottering but they do need regeneration. New priorities must be established. And we need to listen to the men in our society who can say to us 'I have a dream . . .'.

"What education needs today, and specifically adult education, is more men and women who are willing to work to make dreams become realities. We need educators who are not afraid to put aside their traditional viewpoints, who will save what is good from the old and add upon that strength the new innovations needed to make the old better . . . to make education meet today's needs.

"This is the challenge facing adult education. It must be the spirit and guide to an educational revolution."

SPECIAL PROBLEMS IN TEACHING DISADVANTAGED ADULTS

(However magnificent the potential of new technologies, the success of adult basic education programs rests also on the ability to deal adequately with special problems encountered in teaching disadvantaged adults. Conference participants discussed some of the problems. Since learning how to get the most from their money is a priority for the disadvantaged, particular attention was given to the need to evaluate instructional concepts of consumer education.)

Many adult education efforts lag, conference participants stated, because they are based on prerequisite knowledge and behavioral skills the disadvantaged do not have. While the disadvantaged adult learns through the same cognitive process as any other person, he approaches learning tasks from a different base of information. Discussion was aimed at evaluation of instructional concepts. The following points were made:

(1) ABE students are frequently reminded not to sign sales contracts and loan applications without being fully informed of the provisions involved. Actually many college graduates lack the mathematical skills needed to determine which is the better loan: 18 per cent simple annual interest, one and one half per cent per month on the outstanding balance; 12 per cent a year discounted in advance or 12 per cent on equal installments over three years? If most educated adults, even after they have been taught the procedures, lack the ability to compute such figures, how can a person with little or no prior background of experience and mathematical skill be expected to do so?

(2) A related set of instructions to ABE students warns them not to patronize loan sharks. This negative approach is unrealistic and perhaps anacronistic. Contemporary American society is based on a credit economy, with the most successful businessmen, by choice, the biggest borrowers. But for the resident of the ghetto, borrowing is not a matter of choice; he has no money and there are certain things he must buy. He has no credit and no bank will give him a loan. He has to get his money the best way he can and this is usually through a finance company which charges exhorbitant interest. Would it not be wiser to avoid moralizing against loan sharks, accept the procedure as a realistic necessity in the present economy and concentrate on trying to teach the techniques of obtaining loans, what guarantees the reliability of a loaning agency and how to avoid as many financial hazards as possible?

(3) The disadvantaged are continually urged to resist impulse buying and make wise choices about how to use what little money they have. But by the time they reach adulthood, 10 or more years of buying experience is already behind and an ingrained pattern of buying behaviour has been established—a pattern which is very difficult to extinguish. Would ABE be more successful in concentrating on helping to develop certain buying strategies and negotiations skills? For example:

a. A student makes a list beginning with an item he wishes to purchase and the amount of money he has to spend. He visits several stores which stock the item and adds to his list the prices each store charges for the item. He then has written evidence that he must make either a wise purchase or no purchase, at least for the time being.
b. A buyer goes to purchase a used car. The dealer quotes a price of $900. If the buyer raises no questions, the price remains at $900. However, if the buyer questions the dealer in a manner that implies knowledge of what the car is worth, the result will give the buyer more bargaining power.

The preceding discussion and examples relate to ABE courses in consumer education. Conference participants came to some conclusions which included the premise that consumer education will never become effective if taught solely on an objective basis. The human element of preference must be considered. It is obvious, for example, that dark clothing requires less frequent cleaning than light. But it is a fallacy to assume that everyone will elect to wear dark clothing all the time, in order to save money. A more practical approach is to educate consumers to distinguish between which fabrics can be washed and which require dry-cleaning.

Participants realized it is important to remember the difference between actual behaviour in relation to getting a loan or making a purchase and the ability to verbalize about the appropriate behavior. Simulated experiences were discussed as one method of working toward desirable behaviour.

The question of whether enough time is allocated to present consumer education courses was discussed. It was decided that, if primary ABE goals are to be met, students must learn how to practice consumer education principles before course work is completed successfully.

Participants decided the distinguishing criterion is relevance to the overall ABE program. Essentially, a good program offers each individual student what he needs to know in order to become a functioning member of society.

TEACHING THE NON-ENGLISH SPEAKING ADULT

(The following presentation is a summary of remarks on the problem of instructional needs of non-English speaking adults who, in many cases, are "double-illiterates." Robert Snyder, President, Language Laboratory, Inc., Washington, spoke on "Teaching English to Double Illiterates." Panel members discussing "The Learning Center Approach for Spanish Speaking Adults" were Dodd Wragg, Program Production Director, LLINC; Dr. John McKee, Director, Draper Project, Elmore, Ala.; Joe B. Carter, Coordinator of Learning Laboratories, N. C. Department of Public Instruction and Dr. Joe A. Cardenas, Program Director for Mexican American Education, Southwest Educational Development Laboratory, Austin, Tex.)

A large segment of the American population in dire need of adult basic education consists of the growing number of Spanish-speaking citizens who are functionally illiterate in both English and their own native language. Population estimates projected to the year 2,000 reveal that California alone will have more than five million Mexican Americans. At the time of the Watts riots in Los Angeles, researchers discovered that nearly one third of the Mexican American males living in the city were unemployed. Similar problems exist in other areas with large segments of Puerto Rican population. The handicaps of citizens who live in this unilingual type of culture provides adult basic educators one of their most difficult challenges.

Nevertheless, most American educational programs continue to be geared—in instructional methods and curricula—to middle class values which largely ignore minority and low income groups. Problems compound rapidly to nearly insoluble proportions as adult basic educators try to adapt traditional systems of curricula and methods for this doubly disadvantaged bilingual group. Little more than "warming over" of traditional systems has been provided in most areas of the United States. Even in areas settled over 150 years ago by peoples of Spanish and Mexican origin, bilingual educational efforts have proved inadequate.

Modern programs of bilingual education are not impossible to build. This was revealed by the success of a program established in Florida when Miami was invaded, almost overnight, by an influx of Spanish-speaking children and adults. Although many of these Cuban refugees were professional people, fully literate in their own language, the Florida demonstration provides evidence of techniques which might be adapted, modified and expanded.

Yet the findings of the Florida experiment and others similar to it have not been applied on a measurably large scale. Education programs relating to specific problems of Spanish-speaking adults, are, with no pertinent exceptions, being conducted only on experimental and pilot bases. The innovative ideas now being demonstrated and evaluated will, hopefully, be applied in an expanded effort aimed at beginning a comprehensive program.

One way to reach this group is creative use of new media. Most current English language programs for Spanish-speaking adults utilize aural-oral training, in which the student repeats what he hears on a tape. As the tape is played back, the student hears the differences in his own pronunciation and the correct pronunciation and corrects his own errors. As the student encounters unfamiliar words or ideas, he is

furnished with pictures which illustrate their own meanings.

These and other methods of instruction for bilingual programs require more teachers with competency to specialize in the field. Many of the students have no familiarity with electronic teaching media, even television. Therefore, they require more active instructional supervision than English speaking ABE students.

As with other ABE programs, the success of the bilingual projects will be measured by what is meaningful to and helpful for the student as he seeks achievement of his own personal goals. This requires that all curriculum material be written in the kind of language the people use every day, not merely formal Spanish and English which will enable them to pass academic tests.

Bilingual projects should also provide the student an understanding of his own language and culture which will help him improve his self-image as he extends his efforts to become involved in the English language and American cultural patterns.

THE ADULT BASIC EDUCATION TEAM

BASIC EDUCATION FOR ADULTS: AN ESSENTIAL COMPONENT IN MANY RELATED PROGRAMS

Within the past few years, adult basic education has become increasingly a team operation. Members of the team include not only educators but community leaders, organized labor, businessmen, governmental agencies and others. Growth has accelerated in all related program directions — from the privately funded local training programs developed to meet specific community needs to the programs of state and federal governments. These related efforts reflect a growing commitment by the American people to meet a national goal of shared prosperity.

Since the ABE program is primarily a responsibility of the states, no national policy, except for federal legislation, exists. However, a recent survey revealed that, within the federal government, more than 10 different agencies administer over 25 programs which deal, in various ways, with adult education. The U. S. Office of Education has had basic education for adults as one of its objectives.

The Adult Education Branch in the Division of Adult Education Programs, Bureau of Adult, Vocational and Library Programs of the Office of Education has been the central office at the national level organized to provide leadership in coordinating the activities of the federal ABE program.

In its current leadership role for the ABE program, the Adult Education Branch reviews and recommends approval of state plans. It reviews and approves teacher training and special experimental and demonstration projects.* The Branch also reviews progress reports from the states, serves as a monitor for all ongoing projects and reports on expenditures, enrollments and program effectiveness.

Within the regional organization of the Department of Health, Education and Welfare, regional officers on the staff of the Associate Commissioner of Education provide specific leadership in adult basic education. These nine Regional Program Officers have created a national network through which all regions may communicate, share common problems, evaluate programs and, thus, learn from each other. The national office works in conjunction with the regional officers, who have recently been given the authority to review and approve new or amended state plans.

Administrators of tax-supported programs are encouraged to cooperate with all community agencies and groups serving the ABE target population. Local social and public service agencies, business organizations and foundations, professional and religious groups have all aided in planning and promoting community programs and in teacher and student recruitment.

In many areas, these private groups conduct population surveys and identify potential students. They help provide testing and instructional materials. They also help locate classroom facilities, pay for student transportation and arrange for child care services, health examinations and many other supportive activities.

Extensive cooperation is developing between ABE leaders and leaders of other state and federal programs such as public health, welfare, labor and employment, vocational education, Head Start, Community Action, Vista, Manpower Development and Training, Neighborhood Youth Corps, the Bureau of Indian Affairs, state migrant councils, Selective Service and state universities, where plans are made for teacher training and other pilot projects. This interagency cooperation extends to mutual agreements for developing, funding and conducting programs.

Adult basic education as a federal program relates to a number of other federal programs in two principal ways. All are concerned with the same target population — undereducated and financially handicapped persons. All share the goal of helping individuals function more competently in society.

Job training programs; welfare programs designed to prevent physical and mental health problems; innovative efforts like Head Start and the Model Cities Program which are designed to improve individual living conditions by helping to create a better social environment—all these have basic education as an essential component.

Several sections of this report summarize the progress being made by some members of the ABE team. The next three sections deal specifically with interrelated adult basic education programs.

* Both teacher training and the 10 initially funded special experimental and demonstration projects are discussed in following sections of this report.

A HOT LINE TO TOMORROW: ADULT BASIC EDUCATION AND THE MODEL CITIES PROGRAM

(The following excerpts are from a speech by Dr. James A. Turman, Associate Commissioner for Field Services, Office of Education, Department of Health, Education and Welfare.)

"There is little doubt that the crisis of the American city is the most important domestic issue of our time.

"And unless we find ways to expand opportunities for the impoverished people of the inner city, we really have little hope of assuring either domestic tranquility or a society in which all men are free to participate fully in the American economy.

"It is hardly coincidental that two major pieces of legislation which hold enormous promise for the improvement of urban problems were passed by the Congress in the same year, for they bear a clear supplementary relationship to each other. One was the Adult Education Act, opening many new possibilities for reaching educationally disadvantaged adults. The other was the Demonstration Cities Act, or, as it is better known, the Model Cities Program.

"The Model Cities Program is coordinated by the Department of Housing and Urban Development. It represents an all-out effort by that agency, the Office of Economic Opportunity and the Department of Labor, Health, Education and Welfare to bring every possible resource to bear on the deep problems of the urban ghetto.

"The Model Cities Program provides grants and technical assistance to help cities plan and implement programs which will demonstrate new ways of breathing life into the dying centers of American cities and instilling a sense of pride and hope and ambition to the residents of these areas. The object of the program, then, is to coordinate all available federal, state and local public and private resources into a concentrated attack on the economic, social, political, educational and physical factors that contribute to the creation of city slums.

"Education is one of the most crucial blocks in the foundation of the Model Cities Program. The educational performance of disadvantaged children must be brought up to prevailing community levels. Educationally disadvantaged adults must be given a chance to catch up with their more fortunate brothers.

"This is not an easy task. In some of the target areas, more than 50 per cent of the adults have less than an eighth grade education.

"To fulfill its role in the Model Cities Program, the Department of Health, Education and Welfare established, in each of its regional offices, a resource committee composed of representatives of the major DHEW agencies—the Office of Education, the Public Health Service, the Social Rehabilitation Services and the Food and Drug Administration. These teams develop plans of action designed to make maximum contribution to the efforts of the Model Cities Program through cooperative efforts with the metropolitan councils.

"The first task is often to take an inventory of needs and resources in areas that include health, education, transportation, land use and manpower. The agencies and institutions of the community are helped to plan ahead on how to meet or, hopefully, avert crises that might arise. They are also helped to set up easily accessible centers in which on-going needs such as educational and vocational counseling can be met. Facilities and programs to meet specific basic educational and spiritual needs of adults are an integral part of the Model Cities program.

"Some months before this ABE leadership conference, I heard Governor Farris Bryant describe the difference in today's society and the leisurely culture of earlier days.

"Back then, everyone had time to debate the pros and cons of different courses of action that would be taken when change was forced upon the world. It was a little bit like the way one adjusts to a new pair of shoes. It pinched a bit but the pain didn't last long.

"But, in today's world, such leisurely adjustment is incompatible with progress—or even with survival.

"We don't need a Hot Line to Moscow, Gov. Bryant said, nearly so much as we need a 'Hot Line to Tomorrow'—a line that can only be found in the minds of men.

"Every educator has an obligation to hook up his individual 'hot line to tomorrow', by becoming deeply involved in projects like the Model Cities Program. We must contribute all the professional knowledge and skill we possess to make the educational component of this program—and others of a similar nature—a vital and creative force."

THE UNIVERSITY RESOURCE SPECIALIST: A NEW MEMBER OF THE ABE TEAM

(Moderating a Conference panel was Dr. Robert J. Pitchell, executive director, National University Extension Association. University Resource Specialists on the panel were Stanley J. McConner, University of Connecticut; Anthony R. Pacelli, State University of New York; Wallace K. Nave, North Carolina State University; Dr. Harvey Hershey, Wayne State University; Dr. Bill J. Brisco, University of Missouri; Vincent J. Amana, University of Colorado; Edward Tapscott, University of Texas and Edgar Easley, University of California.)

During the 1966-67 academic year, the U. S. Office of Education introduced a new concept in its adult basic education program—the use of University Resource Specialists, who are available as staff consultants for state and local program directors.

The resource specialists bring expertise in problem solving; they conduct training institutes for teachers, teacher trainers and state and local program administrators, and serve as disseminators of information on current developments in the ABE team effort.

One University Resource Specialist is assigned to each of the nine USOE regions. Duties vary widely in the different regions.

Each resource specialist is assigned to a university where there is an ABE teacher training project.

However, the specialist's obligation is not to the project or university alone, but to any state or local program within his region requesting his services. This work is done in cooperation with the USOE regional program officers.

Four of the resource specialists have regular teaching positions. Others are actively engaged in research work. All have training and ABE program development as high priority responsibilities.

During the Second National Leadership Conference on Adult Basic Education, several University Resource Specialists reported on their activities. Activities include:

(1) **Consulting:** Off-campus consulting activity of the specialists includes helping develop state programs; organizing workshops; addressing meetings of professional and community groups and providing liaison with and for other organizations and agencies in related fields, such as the Office of Economic Opportunity and the Model Cities Program.

Because various states within a region often have similar problems, some resource specialists have arranged meetings with program directors and planners in several regions to provide for consultation and cooperation on such problems as more efficient ABE offerings in guidance and counseling and the upgrading of teacher competence through in-service training. Through these cooperative efforts, several new training and guidance programs have been developed. The process of comparative analysis of these programs is developing and, through evaluation, the best of new instructional methods should be identified.

(2) **Training:** The specialists have participated in multi-faceted training activity. In one state, the specialist has worked with 50 community colleges in an effort to help these institutions develop their leadership roles in adult basic education. Specifically, the resource specialist has arranged or conducted training institutes for teachers, administrators, counselors and others who have responsibilities for adult students in the community college programs.

Another state emphasizes training of indigenous teacher aides recruited from the poverty areas to work in ABE programs.

(3) **Development of Degree Programs:** One of the most significant contributions of the resource specialists is the development of degree programs in adult basic education. While only three of the nine universities involved have actual degree programs, the others are in the process of establishing such programs. The object is to establish model programs to demonstrate how adult basic education can directly relate to the labor and economical needs of the communities involved; this provides mutual benefits for the local economy and the individual citizens in search of job opportunities.

(4) **Community Relations Programs:** In some regions much of the work of the resource specialist involves urban problems. After visiting in the economically depressed communities to talk with residents about the kinds of services they want and need, the specialist works to interrelate the work of existing community agencies with the university adult basic education program. For example, in one community, a warehouse has been leased and a four-phase program is providing basic education in reading skills, home economics, family development, practical approaches to employment problems and general guidance in acceptable social behavior.

In some urban areas, particular emphasis is given to developing ABE programs in direct cooperation with local industries, chambers of commerce and programs. The three existing degree programs are being expanded.

(5) **Research:** Several University Resources Specialists have responsibility for data collection and analysis. Some are actively conducting research. In one state, for example, the specialist has initiated a research evaluation project to determine the impact of the ABE program on the socio-economic development and behavior of trainees over a three-year period.

(6) **Curriculum and Information:** Several specialists have developed curriculum materials and promotional literature for adult basic education programs. Four of the specialists write, edit and circulate newsletters, in order to help ABE staff employees and basic education teachers keep abreast of new developments in the field.

(Teacher training activities are essential to the operation and development of the overall adult basic education program. The following presentation is a summation of several Conference discussions descriptive of past efforts in ABE teacher education.)

A major problem in all adult basic education programs has been the shortage—still extreme—of administrative and instructional personnel who are trained and competent to work with undereducated adults.

Beginning in 1964, state and local ABE programs were given financial encouragement to provide preservice and inservice teacher-training activity, under provisions of Title II-B of the Economic Opportunity Act. While no funds were allocated in 1964 for national teacher training activities, the Ford Foundation supported two-week workshops during the summer of 1965 at state universities in Maryland, New Mexico and Washington. These first workshops focused on teacher-training techniques, characteristics of the target population, curriculum, teaching materials, testing and counseling. The workshops were attended by 165 teachers and administrators.

In 1966, greater emphasis was placed on teacher-training activity at all levels. Leadership was made possible on a national level through amendments to legislation to provide appropriations to colleges and universities, state or local educational agencies or other appropriate public and private nonprofit agencies for provision of training of both actual and potential adult basic education teachers.

Through contract arrangements with the National University Extension Association (NUEA) and in cooperation with the Division of Adult Education Programs (DAEP), U. S. Office of Education, nine regional teacher-training institutes were conducted in August, 1966, at state universities in the following locations: Storrs, Conn.; Albany, N. Y.; Raleigh, N. C.; Tallahassee, Fla.; Detroit, Mich.; Kansas City, Mo.; Austin, Tex.; Boulder, Colo. and Los Angeles, Calif.

All the universities were responsible for four-week institutes. Combined enrollments totaled 982. Participants were selected by local and state administrators with the provision that, during fiscal year 1966-67, they would be actively engaged in adult basic education teacher training.

A curriculum for the institutes was developed by a national advisory committee and then presented to state directors of adult basic education programs and training personnel from the nine universities, for inspection and amendment. All the institutes emphasized innovations in educational teaching media and materials. Some institutes placed special emphasis upon individualized instructional methods and materials, including programed instruction. Curriculum content focused on the following areas:

(1) Needs and specific problems of the target population.

(2) Better ways to train and work with adult basic education teachers.

(3) Better program administration.

(4) Curriculum content for undereducated adults.

(5) Profiles for adult basic education teachers.

Quality and quantity of state and local training activities increased as a result of the 1966 institutes. In the summer of 1967, institutes were held at the same universities and at 10 additional locations. Participants totaled 1,197, including 702 teachers and 495 administrators. Continued and stronger emphasis was placed on involvement of the participants in creative activities. Impact of the institutes was seen in the improvement of workshops and other teacher-training activities in states and at local levels.*

As indicated and intended, all the states are conducting some type of training program for administrators and teachers. Some are conducted by the state adult basic education agencies but the majority are conducted by local educational agencies for the local staff. These programs include orientation and preservice and inservice training. They vary in length from a few hours to a month, with the most popular and frequent type of activity the one-day workshop.

Plans call for continuing and increasing the quality and quantity of local, state and national efforts in teacher training. The proposed national leadership effort calls for emphasis on improving tested teacher training techniques and also on new and improved approaches in the instruction of undereducated adults.

* National teacher training programs in 1968 were held at 32 universities and reached over 2,000 participants. Plans for 1969 include institutes and workshops at 22 universities, to reach some 2,500 participants. See Appendix B for list of universities participating in institutes.

EDUCATIONAL TECHNOLOGY; EVOLVEMENT OF A NEW PARTNERSHIP IN LEARNING

THE PARTNERSHIP OF EDUCATION AND INDUSTRY

(The following excerpts are from a speech by Dr. Robert Gates, a former public school administrator who is now Director of the Education Development Center at Philco-Ford Corporation, Detroit, Mich.)

"With the growth of educational technology, educators have found themselves thrust into a new kind of partnership—a chain of cooperation with the industries which develop, produce and distribute the new learning devices that are revolutionizing teaching methods.

"The adjustment, for both education and industry, is not entirely an easy one. But it is thrust upon us today, ready or not.

"Educators have, in the past, held themselves at considerable distance from the manufacturers of the products used in schools, taking things more or less for granted so long as an adequate level of quality was maintained. This worked well enough when the products involved were chalk and drawing paper. But isolation is impossible when educators need complex machines costing thousands of dollars and requiring specialized skills for use and maintenance.

"Educators are fascinated by these machines and the opportunities they offer in making possible individual instruction for infinitely greater numbers of students than a teacher can provide by traditional classroom situations. But these same eager educators seem distrustful—to some extent of the machines themselves—to a far greater extent of the profit-making organizations which produce the machines.

"Yet a true working partnership is essential if maximum use is to be made of these technologies which can revolutionize education for the benefit of the millions of children and adults who are or should be students.

"Within 30 years, there will be three times as many people in the world as there are now. It is estimated that human knowledge will have expanded to about 14 times its present total. How are these billions of people to absorb this vast accumulation of knowledge? It is obvious it will not be through traditional systems, for to even begin to disseminate such knowledge through traditional methods would be both physically and intellectually impossible. Consequently, educators have no alternative but to turn to new technologies. Nor do they really wish to do otherwise.

"A continuing dialogue must be established between education and industry, for one is now dependent on the other.

"Behavioral research has enabled educators to learn a great deal about the conditions conducive to learning, such things as motivation, guidance, practice, reinforcement and reward. Industry can take these concepts discovered by research and apply them as new teaching devices are developed. Only by working with educators, and cooperating with them, can industry specialists be sure what appears sound in theory will work in practical terms on the local level where teaching devices will be used.

"By cooperating with educators using electronic teaching media, industry can move beyond the stage of establishing new approaches like computer assisted instruction to place greater emphasis on appropriate machine element content.

"Collaboration, to the point of partnership, is also necessary in order that educators be able to utilize new instructional devices for maximum results. Without the consultants from industry, educators would be severely handicapped in the operation of their computerized programs.

"And it would be, of course, fair to assume that, without questions and suggestions from educators, industry specialists might overlook refinements that need to be made.

"There are those, of course, who mistrust the idea of industry actively promoting educational changes, as if this were automatically suspect because it seems to the financial benefit of industry to do so.

"But if education is a prize of the free enterprise system, is it not true that profit-making is also a respectable prize? A review of Nobel prize awards in physics, chemistry and related areas reveals that major achievements have often come about through industrially-based research and development of manufactured products. For if research is to benefit mankind, it is necessary to apply the results in a tangible way and industry bears this burden.

"None of these statements should be taken to imply that appropriate controls should be lacking. In fact, one of the most important elements in this partnership between education and industry is the continuing evaluation of educational technologies. As each new device is developed, it must be analyzed and evaluated, in accord with the high professional standards set by educated researchers.

"From this partnership of industry and education, tremendous new advances in educational technology can be expected. This progress will lead to better lives for millions of children and adults who want and deserve a chance to increase their opportunities for a better life."

THE LEARNING CENTER APPROACH TO ADULT BASIC EDUCATION

(Learning centers were discussed by four specialists with active or related administrative experience in such centers. They are Dr. J. B. Adair, North Carolina State University, Raleigh; Ronald Howard, Opportunities Industrialization Centers, Inc., Philadelphia; Dr. Monroe Neff, Director, Division of Continuing Education, New York State Education Department and Robert Rupert, Division of Adult Education, Los Angeles City Schools.)

The adult learning center concept, which utilizes the systems or multi-media instructional approach, is a bold new venture in the field of adult basic education. The concept is primarily an effort to provide individualized, self-directed instruction — as quickly and economically as possible — to a heterogeneous mass of students. Most adult basic education students need individualized instruction as a prerequisite for entry into more formal educational programs.

The use of educational technology, a term that encompasses media that range from the simple tape recorder to the most sophisticated products of computer science, is part of the learning center concept. These instructional tools further refine the process of individualized instruction. Learning center coordinators and/or instructors use these tools in conjunction with other instructional resources.

The ABE student himself is the most important member of the learning partnership. He decides for himself what his goals for self improvement will be and proceeds, aided by counsel and encouragement from the learning center staff, to complete the learning experiences necessary in order to meet his goals.

Students at adult learning centers must enroll on their own initiative. Programs have, in the past, been geared for those who have passed their 18th birth-

day without completing more than an eighth grade education. Any person who wishes may participate, usually free of charge.

Students come on the advice of friends or job supervisors; many are referred by potential employers and community agencies. When the student arrives at the center for the first time, he becomes involved in a procedure similar to the following:

An initial interview is held between the student, the center's coordinator and an instructor. This interview is designed to establish rapport and provide information and orientation to the center. It is an informal conversation but, during its course, the student is asked to state his personal learning and self improvement goals.

Tests are given in the fields of reading and arithmetic. On the basis of the test results and other information gleaned from the interview, the coordinator and student work together to set up a beginning curriculum. If possible, the student rotates among several different subjects. This enables him to experience simultaneous progress in more than one area. Before leaving the center, the student begins actual study. He then can leave with a feeling of having started toward his goals on the same day he started discussing what they were.

Adult learning centers have flexible study hours as well as curricula. They are usually open from 8 a.m. until 10 p.m., in order that study schedules may be arranged that are convenient to each student's working hours.

The center location is also as convenient as possible for easy access of the potential student population. Centers are located at public schools, on campuses of colleges and universities, in churches and in industrial or residential communities. Facilities are usually rented or leased.

While an effort is made to make the center a comfortable and inspiring place to study, more emphasis is placed on making what takes place in the center relevant to the needs, goals and opportunities of the students.

A typical adult learning center looks more like a library reading room than a classroom. Instructional materials are displayed face up on open shelves, for easy accessibility and selection. Following placement in an appropriate program, the student chooses his own materials and takes them to tables or carrels.

While essential privacy is sought, group spirit is promoted whenever possible. The instructor or coordinator is always in sight and available, at all times, to offer help. Educational media are located conveniently. Complex media systems are separated, however, from the area where students begin their study. Few students are able to benefit from use of the media until after they have established a regular study routine.

Although adult learning centers vary in manner of organization and operation, most of these in this country rely heavily on programed instruction, a method that has proven to be particularly useful in the individualized learning process. Supplementary aids include teaching media.

Programed instructional materials are available in learning areas that include reading, mathematics, social studies, foreign languages, science, business and social skills. The materials are seldom identified in formal terms, however, since—in adult basic education—the materials emphasize direct application of learning to the problems of everyday living.

There are numerous materials for each subject area, programed sequentially in relation to cumulative knowledge levels and according to level of difficulty. Reading programs, for example, start at a level suitable for adults who are barely literate and progress to advanced achievement levels. Mathematics covers a range extending from basic practical skills like following directions in a recipe and changing money to elementary banking procedures. Social skills programs include logical sequences such as choosing a line of work, getting a job and reporting for work.

After beginning his course of study, the student is encouraged to proceed and advance on his own initiative. An instructor is always available, however, to answer questions and offer encouragement. A personal relationship with an instructor is particularly important with beginning students because they are often insecure, possess little self-esteem and, thus, feel uncomfortable in a new environment.

CAI programs are currently in operation in some 20 states. Between 30 and 40 computer systems are

being used for educational purposes. Most of the systems have the following five basic elements:

(1) Tutoring and testing, to determine which of several different potential pathways through the instructional material will be most effective for each individual student.

(2) Rote drill and practice.

(3) Game situations, in which the student competes with himself or for some enjoyable reward or reinforcement.

(4) Simulation of real-life experiences and exploration of their causes.

(5) Learner-controlled instruction, which permits each student to structure for himself a sequence of learning experiences he would like to follow.

NEW DIMENSIONS IN ADULT BASIC EDUCATION

(An afternoon session of the Conference was devoted to discussion of special experimental and demonstration projects designed to promote a more comprehensive approach to the overall adult basic education program. Dr. Barbara Chandler, Chief, Program Development Section, Adult Education Branch, Office of Education, DHEW made the introductory presentation. Following are some excerpts from Dr. Chandler's address and summations of developments that allowed exploration of new program dimensions.)

"Adult basic education is a field in motion. It is an adventure . . . an exploration for progress based on perspective.

"There is adventure in this exploration but there is also perspective based on efficiency and relationships that provide mutual support to the maximum effectiveness of the whole adult education program."

Dr. Chandler said that, in order to continue exploration of new paths of progress, "there must be a steady, continuing interchange of communication."

This communications process involves teachers, administrators, community agencies, potential employers, legislators, University Resource Specialists, Regional Program Officers, State ABE Directors, representatives of the communications media, professional curriculum consultants and a host of others working in the overall ABE program.

"And most of all, we must communicate with the consumers, the undereducated population from which our students come. These are the unskilled underemployed adults of the cities; the poverty-stricken mothers and fathers of the rural South; the migrant workers of the Southwest; young adults from all segments of the American society . . . all those who are already discouraged beyond their years and hopes . . . frustrated by the futility of their own efforts to find a place for themselves in a society deeply prejudiced against those who fail to meet its standards."

It was through the type of consumer communication Dr. Chandler advocates that adult educators realized the need to develop what she described as "new working tools . . . the old methods of education have been found totally inadequate to meet the needs of these students, indeed to meet the demands of today's world. The old approaches must be enhanced by new approaches, new links and structures, new media and continuing evaluation. There must be exploration of new dimensions."

When others besides educators involved in the communications process realized the need for a new approach to adult education, Congress passed the Adult Education Act. This provided for researching and building some new educational tools and for analysis and expansion of the use of some new methods already in existence.

Section 309 of the Adult Education Act authorized funds for special experimental and demonstration projects which were designed to test and evaluate new teaching methods, programs, techniques and materials, as well as new operational and administrative systems. Local education agencies and other public and private non-profit agencies, including educational television stations, were invited to apply for grants to finance such special projects.

Dr. Chandler summarized the overall adult basic education funding process and its results:

In fiscal year 1965, appropriations for the USOE Adult Basic Education Program, amounted to some 19 million dollars. Many states were unable to qualify during the initial year so only a little more than four million dollars was allocated for 1965 state ABE programs. However, some 40,000 participants were enrolled.

In fiscal year 1966, overall program funds, including the carryover of 14.5 million dollars from the year before, totalled around 35.2 millions. All funds were allocated, including 1.5 million dollars for the first 10 special experimental and demonstration projects. More than 377,000 persons were reached. In fiscal year 1967, despite a decrease in total available funds to around 30 million dollars, improved programs made it possible to reach some 400,000 participants.

The total ABE appropriation for fiscal year 1968 was a little over 38.6 million dollars. Some 6.5 millions was allocated to special projects and the number of projects grew to 21. Ten were in the category of urban; five were rural and migrant; two were for special populations and four for resource development. Service was extended to over one-half million participants.*

Although all the special projects share the dual goals of demonstrating possible new approaches to adult basic education and offering actual training to adult students, each project has an individual focus. Directors of the 10 initial projects discuss their work in immediately proceeding sections of this report.

* An allocation of seven million dollars for fiscal year 1969 is expected to provide funds for continuing some of the original special projects and for establishing new ones. See Appendix A for list of special projects.

SPECIAL EXPERIMENTAL AND DEMONSTRATION PROJECTS

MOBILIZING ADULT BASIC EDUCATION RESOURCES FOR INTERAGENCY PROBLEM SOLVING

Presentation by George Eyster,
Appalachian Adult Basic Education
Demonstration Center
Morehead State University
Morehead, Ky.

The Appalachian Adult Basic Education Demonstration Center was designed to serve as a catalyst to mobilize all related resources for interagency problem solving within the region it serves.

Numerous adult basic education and related programs were already in operation in the region but little had been done to analyze their common objectives; pool the knowledge gleaned from experience; develop new program thrusts based on experimental and proven theory; expand materials to fill identifiable gaps or upgrade the quality of service and teaching. It was for these reasons that the central research laboratory was established at Morehead State University.

This laboratory serves as a central dispatching and receiving agency for a network of field units in half a dozen states. The field units are located in predominantly rural areas and cover an area stretching from Etowah, Ala. to Itawamba, Miss. to Pike, Ohio to Buchanan, Va.

There are seven major project components and the program of each field unit—although all have different emphases—revolves around these components, which are:

Field unit directors meet at Morehead State University to review and evaluate the eight state projects related to the Appalachian Adult Basic Education Demonstration Center, which is headquartered at the university.

(1) **Outreach** involves recruitment and retention of adults in need of basic education services. Particular attention is given to attracting potential students by interrelating ABE with other services available to the same individuals. Efforts are made to tailor recruitment methods to specific needs of population groups in dissimilar geographic areas.

(2) **Diagnosis** means testing and evaluating the effectiveness of various inventories now available for diagnosing the educational needs and problems of undereducated adults. The expertise of certain testing companies is often used in this phase of the project. New tests and inventories are being devised as new needs are recognized, including better ways of utilizing descriptive materials concerning the individual students involved.

(3) **Counseling** is in two categories: guiding the undereducated adult in his efforts to integrate his personal-social behaviour with the educational and vocational training he receives and conducting workshops for counselors of ABE students.

(4) **Placement and Followup** helps with vocational placement and measures the success of the ABE student, following his training period, as well as helping assess his further needs. These evaluations are a measure of the effectiveness of the specific ABE program in which the student participated.

(5) **Development of Materials and Curricula** also relates to the needs of the ABE student with emphasis on evaluation of the effectiveness of existing and newly developed materials and curriculum approaches. The approach of all material and curricula is "life-centered", focusing on needs of individual students as they prepare to work the specific types of jobs available in their home communities.

(6) **Identification of Manpower Development and Training Needs for Adult Basic Education** means uncovering available job opportunities; the personal characteristics teachers must possess in order to be effective in ABE classes; evaluating the effectiveness of present methods of teacher training and also the desirability of proceeding with additional training. Evaluation of available and projected training methods is the principal goal, with development of a roster of available manpower and manpower needs a secondary consideration.

(7) **Development of Pilot Training Programs for ABE Personnel** is a way of testing the effectiveness of the interdisciplinary training methods used in personnel training for specific competencies in different field units. Emphasis is placed on maximum use of available local resources.

These seven components are intentionally interrelated to the maximum extent, due to the need to bring all available resources to bear on the adult basic education needs of any given community in the region. This involves cooperative efforts at the local, state, regional and national levels.

The project operates under the general supervision of the Director of Research and Program Development at Morehead State University. A regional advisory committee is composed of representatives of state committees, the Appalachian Regional Commission and U. S. Office of Education.

Membership in state committees varies with the organizational structure of each state, but, in general, includes representatives of adult and vocational education departments; health, education and welfare agencies; institutions of higher education; labor, industry and employment services; and Manpower Development and Training community action agencies. In addition to serving in an advisory copacity to the regional committee, each state committee has a program development and coordinating function for agencies within their state.

Counselors, teachers, administrators and others come from the different field units to the laboratory to be trained in the use of new techniques and materials for undereducated adults. At the same time, the field units serve as demonstration centers where innovative approaches and materials can be tested and evaluated. The laboratory at Morehead State University conducts research to evaluate the effectiveness of the materials, methods and concepts used by the field units and feeds its findings to the units for use as bases for expanded program development.

The ultimate goal, of course, is to make results of the experimental and research efforts at the Appalachian Adult Basic Education Demonstration Center available nationally, through USOE. ABE programs in other regions can then be benefitted by the project. When applicable in their areas and under local conditions, ABE program directors can use the techniques which have been tested and evaluated at Morehead State University.

ADULT ARMCHAIR EDUCATION

Presentation by Ronald Howard
Opportunities Industrialization Center, Inc.
Philadelphia, Pa.

One of the most difficult problems encountered in adult basic education efforts with the hard-core poor in the ghetto is motivation for participation.

To people whose lives have been an unbroken series of failures in education, jobs and social relationships, the prospect of seeking education in a formal setting is unbearably threatening. Many are unable to participate even when they see clear prospects of moving from unemployment or underemployment to actual employment in well-paying jobs.

The Adult Armchair Education program in Philadelphia, as an ABE special project, developed from the top down. The phenomenally successful Opportunities Industrialization Center (described in a preceding section of this report) has prepared thousands of disadvantaged adults for jobs and has opened job opportunities for them.

However, the leaders of OIC were aware they were not reaching the people most in need of help—those who not only lacked skills and opportunities but were too frightened, defeated or alienated to come out into the world and try to improve their lots in life. Prevocational feeder schools were then established. They, too, failed to reach deep enough into the heart of the ghetto.

When the idea of asking ghetto residents to open their homes for Adult Armchair Education was proposed, critics said it couldn't be done. The poor, it was said, were by nature and circumstance suspicious of and resistant to efforts to develop their own capabilities. It was felt they certainly would not volunteer their homes or their own efforts for educational programs directed toward themselves and their neighbors.

This proved to be totally untrue. Within the first 20 weeks of operation of the program—the time period which preceded Adult Armchair Education's acceptance as a special ABE project—more than 200 homes had been utilized and more than 2,000 trainees enrolled.

We feel there are four reasons for the success of this approach to adult basic education:

(1) The security of learning in familiar, nonthreatening surroundings.

(2) The level of initiative and responsibility given students in curriculum development.

(3) The concept of Adult Armchair Education as a link—a first step leading toward additional education and skill training outside the home setting, the latter a provision to lead to good jobs.

(4) The faith and enthusiasm not only of the program's initiators but also its students, many of whom have become volunteer or paraprofessional teaching aides in their own homes in order to teach others what they themselves have learned.

Ideal group size was found to be eight to 10 students. Classes meet once a week for two or three hours, in the evening, for 10 weeks. The four principal curriculum areas are literacy training, minority history, consumer education and community problems. But some groups have gone on, on their own initiative, to more advanced work in reading skills, modern math, sewing and other topics.

Programed textbooks are made available as needed, but much of the curriculum material grows directly out of the life experiences of the students. For example, consumer education classes identify the problems of fraudulent practices actually encountered by the students.

Mass media recruitment did not prove effective in the Adult Armchair Education Program. Therefore, recruitment of volunteers who will open their homes for classes and of students is done on a person-to-person basis. Residents of the community do the recruiting.

During the first six months of operation as a special ABE project, 80 per cent of the Adult Armchair participants moved on to continued education and training, as a result of the initial 10-week home-based program.

Thus, we feel, the real purpose of the project—to whet the appetites of the poor and get them established in patterns of learning behavior—is being fulfilled.

EDUCATION FOR ADULT MIGRANTS

Presentation by James E. Brannigan
National Educational Associates for
Research and Development
Fort Lauderdale, Fla.

Each year, along the Atlantic Coast, a human stream comprised of hundreds of thousands of migrant workers moves northward from Florida, covering thousands of miles in a never-ending but almost totally futile quest for a means of survival. As the working season ends, they return to Florida, which serves as their home base until a new season begins.

Ironically, however, basic education efforts for adults in Florida have been reaching few migrants. In fact, less than one per cent of the adults customarily enrolled in adult basic education courses have been migrants.

It became apparent, then, that new approaches would be needed if migrants are to have educational opportunities. On this premise, the U. S. Office of Education funded the first of five phases of a special ABE project which works in conjunction with National Educational Associates for Research and Development, an interdisciplinary non-profit organization which can move freely across county, state and regional boundaries.

Two factors create the need for a mobile program: the mobility of the migrants or potential students and the variability of state laws, a factor made more complicated by rigid governmental and political institutional boundaries.

In the first phase of the special Florida-based project, the following action was taken:

(1) Selection of a staff who could determine the nature and extent of the problem and then, subsequently, establish a diagnostic center for intensive study of the specific problems of the migrant.

(2) Development of staff and curriculum materials for a proposed series of county teaching centers plus development of the first of five proposed mobile teaching units to travel with the migrants.

(3) Opening of two pilot teaching centers to test materials and methods.

(4) Enlisting a cadre of teacher aides composed of migrants who had completed the ABE course and, as a corollary activity, further development of professional ABE learning specialists in research and in the utilization of modern educational technologies and materials.

(5) Testing and evaluation of materials developed for the project, followed by preparation of teaching materials for wide distribution; the latter distribution process was supplemented with reports of reports of research findings.

In the initial stage of the program it became apparent that reliable statistics are difficult to obtain, due to the mobility of the target population and variations in reporting procedures in different jurisdictions.

It was, however, clear that many variations in purpose and organization existed in prior and still existing related migrant education programs. It was also learned that no training programs were available in many areas along the migrant trail and that there was insufficient interstate coordination of programs for development of continuity for those migrants who might wish to try to establish a meaningful educational pattern for themselves.

The path of the migrants runs from Florida through Georgia, South Carolina, North Carolina, Virginia, Maryland, Delaware, New Jersey, New York and Pennsylvania. They move not only from month to month but from day to day, harvesting on one farm one day and another the next.

As part of our ABE program, attempts are made to identify migrants with outstanding potential and steer them to the Florida Migrant Talent Project for help in extending their education. Any individuals who wish to leave the migrant stream and find permanent employment of a different type are helped to obtain vocational training and regular jobs.

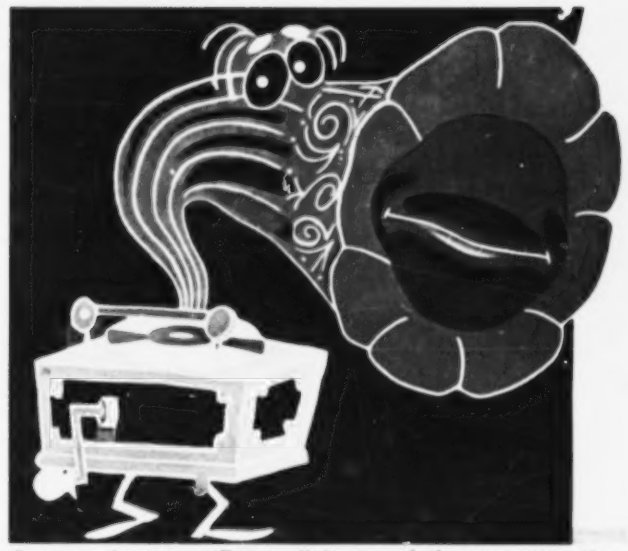
It would be unfair to the migrants and to the efforts to meet their educational needs, however, to assume that any substantial number from their group might wish to enter the conventional world of steady employment on rigidly-disciplined jobs.

Most migrants value their freedom to move unfettered by time clocks. They like agricultural work and they like traveling from one part of the country to another. They have strong and admirable family ties which are bound by the philosophy that families should stay together with each member contributing to the maintenance of the family unit.

Adult basic education programs for migrants can succeed, however, we believe, if this distinctive culture of the migrants is recognized and respected and if ABE programs are developed to meet not only the needs of this population group but also their desires.

The thrust of phases two through five in the project will be planned with these things in mind.

Bilingual illiteracy . . . a major problem for migrants in the Southwest.



Cartoon character "Bocaton" is one of the star attractions in a series of film strips aimed at the Mexican American who cannot speak English.

USING MASS MEDIA IN BASIC EDUCATION FOR SPANISH SPEAKING ADULTS

Presentation by Dr. Stanley W. Caplan
Southwestern Cooperative Educational Laboratory
Alburquerque, N. M.

Like the Atlantic Coast, the Southwestern portion of the United States has an extensive population of migrant agricultural workers.

However, cultural patterns are somewhat different. The percentage of Spanish-speaking families is quite high but ethnic origins of the migrant group as a whole are diverse, including Mexicans, Indians, Negroes and Filipinoes.

A principal difference between this area and the East Coast is that the migrants are less inclined to follow a perpetually mobile stream. Many settle in one state or another and work within a range of 50 to 100 miles from their home. One recent study in California, for example, revealed that one third of the workers in one migrant camp remained throughout the entire year. Thus although this population is more mobile that the general population, mobility is actually a secondary problem.

The major problem is that they live in an English-speaking culture and are illiterate in both English and their native language. This creates a double need in relation to adult education: a need for basic education in communication, computational and behavioral skills and the need for bilingual literacy.

This is a very large order and it must be admitted that adult education efforts, in the traditional classroom setting or elsewhere, have not, in the past, been notably successful.

Although television receivers are available to the majority of the agricultural workers, educational television—which might seem a logical medium for non-readers—has been unable to meet the need fully. There are several reasons, including lack of time for scheduling appropriate courses; inability to compete in interest with commercial programing and lack of funds for preparation of special materials for this special target group.

The special ABE project at Albuquerque was established in an attempt to overcome these handicaps. It is an interstate program involving cooperative efforts of the adult education divisions of the states of Arizona and California and the Southwestern Cooperative Educational Laboratory, a private non-profit research institution serving as the coordinating agency for the project.

The special project is involved in activities which included:

(1) Analysis of existing teaching materials suitable for use with the target population.

(2) A study of the most feasible and effective ways to reach this population.

(3) Analysis of the most commonly used and essential vocabularies of the group.

(4) Production of video tapes designed to teach both basic skills and English to Spanish-speaking adults in their homes through vocabularies which relate to their way of life.

(5) Conversion of the tapes to film, to broaden their usefulness in additional settings.

Ten pilot films for home viewing were completed during the first year of the project. Story boards for another 62 films were prepared for evaluation by ABE instructors.

ADULT BASIC EDUCATION FOR HEAD START PARENTS

Presentation by Alfred T. Houghton
New York State Department of Education
Bureau of Continuing Education
Albany, N. Y.

Evaluation of the progress of disadvantaged preschool children who have been given the opportunity to participate in Head Start classes has revealed astonishing advances for most of the children.

But, too often, researchers discovered, benefits to the children were voided when they returned to limited and unstimulating environments in their home communities, including school systems which were ill-equipped to deal with problems of the disadvantaged.

As part of an effort to preserve the progress of Head Start students and simultaneously upgrade the quality of life of their families, the New York State Department of Education conducted a special ABE project with Head Start parents in New York City.

Ninety classes were established throughout the city in area centers where Head Start classes for preschoolers were scheduled. The 100-hour courses for adults, mostly mothers, were held at the same time as their children's classes in the Head Start program.

The curriculum for parents included basic communication skills presented through classes in subject areas relating to child rearing, family relationships, nutrition, money management and parental and civic responsibility. Films on health, such as immunization program procedures, were shown.

Response to the program was strongly favorable. Nearly 1,500 parents participated. Of these, the majority were Spanish-speaking.

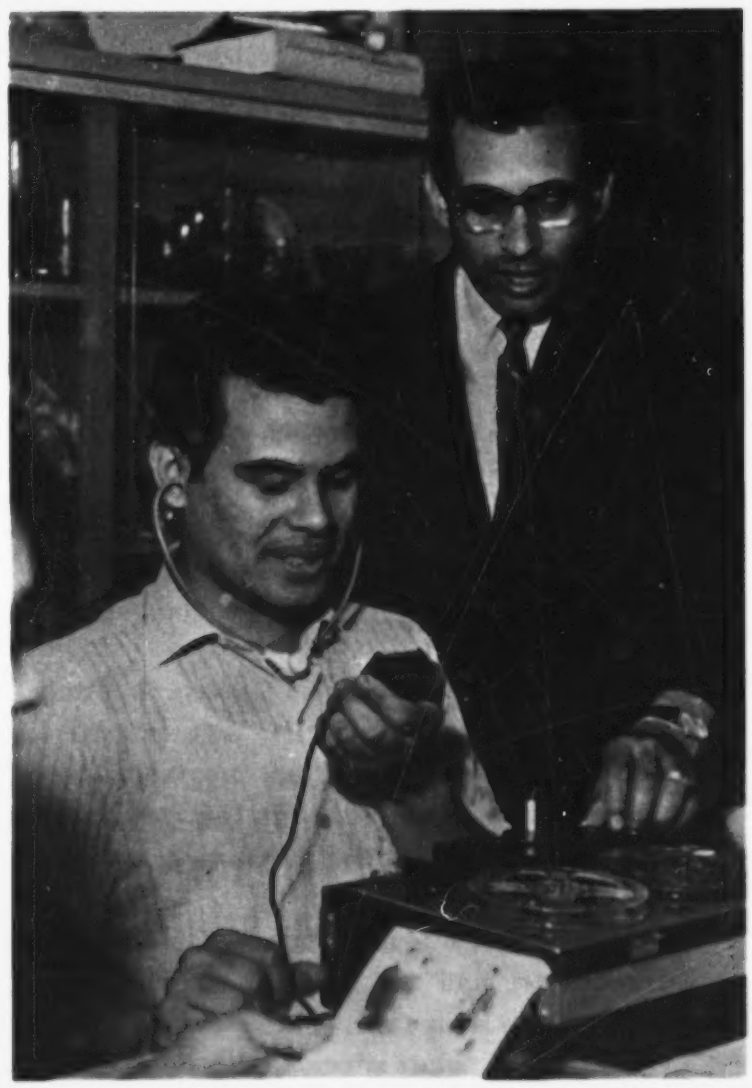
Reading instruction for the parents was bilingual, with both English and Spanish taught through an aural-oral method which relies heavily on auditory discrimination and repetition. This method permitted the use of contrast and comparison of the two languages.

Rapid gains in reading skills, fluency in English and marked diminution of the Spanish colloquial accent suggested the aural-oral method offers promise of success in teaching programs with students who have inadequate language skills.

Small group sessions in guidance and counseling were also part of the program. These were so well-received that the participants expressed a desire for a year-round program.

One need which became obvious was provision of more extensive child-care facilities for younger brothers and sisters of the Head Start children. Some care was available but, in most centers, parents either had to bring their infants along or miss class altogether. Either alternative was disruptive to the continuity of learning.

Evaluation of the project on the bases of achievement test results, reactions from parents and teachers and other factors indicated the project was successful and well worth continuing.



Education for Head Start parents included bilingual reading instruction, supplemented by the use of aural-oral media.

PREPARING DISADVANTAGED YOUTH FOR CIVIL SERVICE JOBS

Presentation by James Cabbagestalk
United Planning Organization
Washington, D. C.

Ghetto youth in Washington, D. C., as elsewhere, face multiple handicaps in finding employment.

In addition to a lack of specific job skills, they often lack basic communication and social skills. Many have unsuccessful work histories and police records which automatically disqualify them for jobs, particularly those in federal or other agencies covered by civil service requirements.

At the same time, some federal agencies are handicapped by shortages of clerk typists, warehousemen, stock clerks, carpenters, painters and plumbers, telephone operators and other similar personnel.

As a start toward correcting these related deficiencies, the United Planning Organization is coordinating a special ABE project in cooperation with the U. S. Office of Education, the Civil Service Commission and the Department of Defense.

The initial step was a survey of available jobs in Army, Navy and Air Force installations in Washington. Specific job skills needed for each assignment were identified. Trainees were selected on the basis of eligibility criteria which included residence in one of the designated target areas of local poverty programs, unemployment or underemployment and impoverishment, according to Office of Economic Opportunity standards.

Training in basic literacy skills was supplemented with intensive individual and group counseling, with special emphasis on social behavior and attitudes. Instruction in specific job skills was reinforced by field trips and on-the-job training. Finally, the students were given preparation to enable them to pass federal entrance tests. Job placements were completed and counseling was continued until adjustment to the job situation had been ascertained.

At the end of the first three months of remedial education, approximately two thirds of the 211 students in the first phase of the project had increased their reading, arithmetic and language skills from one to three grade levels. One hundred and seventy-three were placed in Department of Defense installations for six-months of on-the-job training. The remaining 38 were given additional instruction before placement.

If the special project proves effective in establishing a link between youth in need of employment and job opportunities, it is anticipated that similar programs would be deemed beneficial and would be undertaken in Department of Defense installations in other parts of the United States.

Training in basic educational and social skills was part of a program to prepare disadvantaged youth for civil service jobs in Washington, D.C.

EVALUATING ADULT BASIC EDUCATION MATERIALS AND METHODS

Presentation by George Griswold
Public Schools of Alexandria City,
Arlington and Fairfax Counties, Virginia
Bailey's Crossroads, Va.

As adult basic education programs have been expanded in the United States, many types of teaching materials and many systems of programed instruction have been developed. These range from simple workbooks, similar to those used by elementary school children to computer assisted instruction, involving highly sophisticated machines.

To a large extent, leaders of most adult basic education programs have been left to their own discretion in decisions concerning which materials are good or bad, which technologies are most effective or whether, by their complexity, these technologies will frighten away both students and teachers.

Many of these instructional materials and media have been developed hastily in response to immediate needs. Evaluation has often been invalid because there was no responsibility for formal comparative analysis.

In an effort to help provide this necessary evaluation and to serve as a national clearinghouse of information on all available adult basic education materials and methods, the public school systems of the city of Alexandria and Arlington and Fairfax counties in Virginia joined efforts in a special ABE project headquartered in the Center for Adult Basic Education Learning. Our project is known by its initials, CABEL. The center was located near Baily's Crossroads in northern Virginia.

We learned almost immediately that attention was needed in two related areas: the severe shortage of teachers qualified in the special competencies of adult basic education and the need for special instructional materials, methods and media for non-English speaking adults.

To help meet the first of these needs, CABEL conducted teacher training worshops for the adult education divisions of surrounding school jurisdictions. We also began a cooperative arrangement with George Washington University (Washington, D. C.) through which university students received practicum and graduate credit for participation in the CABEL project.

It was essential that CABEL learn to meet the needs of the non-English speaking population because a large number of potential students in the area are Spanish-speaking adults. Many of them are undereducated but a sizeable number are professional people, recently arrived in the United States, who are handicapped by lack of English skills. It became apparent that we needed a variety of concepts and materials for Spanish-speaking adults.

A top priority for CABEL, one related to the bilingual problem, is speech remediation. Many adults are handicapped less by their lack of formal knowledge of syntax and grammar than by speech mannerisms and colloquialisms which are part of their native subculture.

A top priority for CABEL was related to bilingual problems and called for classes in speech remediation.

ORIENTING TERMINOLOGY IN THE ADULT BASIC EDUCATION EFFORTS

Presentation by Marrion Parsons
Laborers International Union of North America
Columbus, Ohio

The principal goal of the special ABE project in Columbus, Ohio—working with Local 423 of the Laborers International Union of North America—is to help union members and other craftsmen upgrade their literacy skills so they can qualify for better jobs.

Project goals included establishment of a conveniently-located learning center where workers could correlate study time with job hours; development of instructional materials utilizing trade terminology relating to specific skills; and development of a corps of teacher aids competent to instruct other students in basic communication and arithmetic skills.

Each student registered for the project receives diagnostic tests and counseling to determine his literacy level. He then begins his studies, at the appropriate level, in a curriculum geared to his individual needs.

Self-motivated students begin almost immediately to use programed materials, while those who need to develop self-concept are given additional individual counseling and help. Privacy is provided for the latter group so that they may begin to learn, without embarrassment, at their own speed.

It has been stated, repeatedly, that ABE programs can expect to approach maximum success levels only if curriculum materials are closely related to the realities of the lives of their students. However, few of the basic materials had been oriented for direct applicability to demands of specific jobs. One of the major goals of our project, therefore, is translating concepts into language which is not only familiar to our students but essential to their job-effectiveness. Most students in the Columbus project are in construction work.

Relevance of material presented is always a key factor in inspiring and maintaining an adequate level of motivation for learning. For example, a construction worker who realizes he can advance in his work if he understands and can use the verbal and written tools of his trade will have a valid reason for participating in a learning program.

Training sessions are in 12-week cycles. Each is attended by a small group of prospective indigenous instructors whose orientation during this period enables them to assume active teaching roles at increasing levels of responsibility in subsequent training cycles. Thus the nucleus of a basic curriculum and a corps of teacher aides are established simultaneously. The next move is extension of the program to other areas of the state and into other union settings across the nation.

Our special project in Columbus was initiated and the learning center established through the cooperative efforts of the Laborers International Union of North America; the local Community Action agency of the Office of Economic Opportunity; the Columbus Area Metropolitan Community Action Committee; the National Alliance of Businessmen and the Adult Education Division of the Columbus Public Schools.

A large proportion of the space, materials and professional and secretarial personnel needed in the initial stage of the project was provided through contributions from public and private sources in Columbus.

Up the stairs awaits a challenge

Increased ability—a better tomorrow

DEVELOPING CURRICULUM CONTENT: CLOSING THE GAP IN ADULT BASIC EDUCATION

Presentation by Dr. J. B. Adair
North Carolina State University
Raleigh, N. C.

The major goal of the Developmental and Demonstration Project in the Use of Modern Educational Media is to develop, evaluate and demonstrate innovative self-directed instructional methods—with a minimum cost of time, money and personnel—to meet the critical educational needs of undereducated adults.

Emphases of the Raleigh project are identification, design, and evaluation of programed instruction and computer assisted instruction curriculum materials which will be most effective in helping the adult basic education student relate his learning experience to his own personal life and the related development of preservice and inservice training programs to increase the competency of ABE teachers.

The overall objectives of the five-year Special ABE project at North Carolina State University are:

(1) Identification and definition of desired behavioral changes to be effected in undereducated adult learners in the cognitive, affective, and psychomotor domains in the areas of reading and communication, computation, citizenship, consumer education and home and family life.

(2) Identification in subject matter areas specified (in objective one) the content, concepts and/or skills within which behavioral changes need to be effected.

(3) Design of instructional strategies for meaningful organization of learning experiences in order to meet objective one.

(4) Evaluation of the effectiveness of available programed materials and development of new instructional systems and materials for use with instructional strategies utilizing programed texts, computer assisted instruction and other educational teaching technology and media.

(5) Development of inservice and preservice training components designed to build and increase competencies of adult basic education teachers, administrators and staff in the expansion and use of new forms of educational technology and media.

Activities of the project have been conducted, in its initial stages, in terms of the aforementioned objectives. Accomplishments may be summarized as follows:

(1) The project has begun operation of an experimental and demonstration adult learning center equipped with the latest educational technological media such as programed instructional materials, the Victor Electrowriter, an IBM 1500 CAI system, video tapes and other audio-visual media.

(2) In the area of curriculum development, behavioral changes to be effected in undereducated adults in the cognitive, affective and psychomotor domains in designated content areas have been identified and defined. Content, concepts and/or skills within which these behavioral changes are to be effected have been identified. Instructional strategies for meaningful organization of learning experiences have been designed. Materials and systems for use with instructional strategies used with various educational technologies have been developed, along with stylized pedagogies maximizing the capabilities of self-directed strategies, and the instructional media have been delineated and developed in accord with research principles of modern learning psychology.

(3) Programed instructional curricula utilizing various strategies have been developed in the content areas of reading, computation, home and family life, consumer education and citizenship, for use with the IBM 1500 CAI System. Teaching was begun with sample groups of students within the experimental and demonstration framework of the project.

(4) An evaluation design of the effectiveness of available programed materials as well as some of the new materials, systems, and strategies developed in the project has been initiated.

(5) An instrument to evaluate programed materials has been developed and validated. This involves measurement of potential suitability of programed instruction materials for use with certain groups of undereducated adults. Evaluative components include both a checklist and rating scale from which an actual grade may be given to a particular program.

(6) The project staff, including adult basic education teachers and administrators, selected graduate students and concerned educators at state, regional and national levels, has been trained in the development of new materials and in the adaptation and use of existing programed instruction, including both hard and software instruction, (machines and input/-output) of the IBM 1500 CAI System.

In the North Carolina State University project, then, our first efforts were to identify the concepts and objectives underlying good ABE curricula. Spe-

cific tasks and goals related to each curriculum area and the knowledge prerequisite to achievement of each were identified. Curriculum emphasis focuses on making all learning relevant to the daily lives of students.

Objectives of reading instruction, for example, go beyond teaching the student to grasp the meaning of words on a printed page. The student needs also to expand his vocabulary, develop social skills and an ability to communicate through his effective usage of language, to solve personal problems or discover possible solutions through the reading process, and to understand where to find reference materials and how to use them.

To achieve these and other related objectives, the student needs certain prerequisite skills, such as understanding of the left to right progression in reading and being able to distinguish between differences of form, shape, size and appearance. The number and complexity of such prerequisite skills increases with each advance in the reading level.

The project work is interrelated with the Regional Program Officer in Region III, state directors of adult basic education within the region, local branches of agencies like the Office of Economic Opportunity and New Careers, 50 community colleges and technical institutes which operate adult learning laboratories in North Carolina and local industries who are the employers or potential employers of ABE students.

While most students who utilize the adult learning center come from the local area, plans are proceeding to extend teaching to other areas. For example, four Victor Electrowriter receiving systems have been placed in community colleges. Using the master electrowriter in the Raleigh center, a single instructor may teach groups in several cities simultaneously—enabling the center to provide instructional service in many classrooms at a relatively low cost. The cooperative work with the community colleges will be concerned with both student instruction and in-service training for ABE teachers and administrators.

Training of adult basic education teachers, teacher trainers, administrators and staff began in the earliest phase of the project and will be a continuing area of emphasis. Workshops, seminars, institutes, and tours and/or demonstrations for visitors are a part of the regular work schedule.

In summation, this multi-media, interdisciplinary special project is a demonstration of impressive growth taking place as new technologies are put to use to close some of the current gaps in adult basic education.

Computer assisted instructional terminals allow adult learners to receive the benefits of individualized, self directed instruction in the privacy of CAI terminals. The student relates the image on the screen of a cathode ray tube with instructions presented in material from the typewriter in the right foreground. He also receives instructions via the headset he wears.

TESTING INNOVATIVE APPROACHES IN THE TEACHING OF UNDEREDUCATED ADULTS

Presentation by Joseph C. Paige
Detroit Public Schools
Detroit, Mich.

The special ABE project in Detroit involves testing of methods and materials in the teaching of undereducated adults. Our goal, however, is closely related to the primary goal of inducing lasting behavioral changes which will enable disadvantaged adults to overcome social handicaps and secure better job opportunities.

Emphasis is on preparation for daily life, including not only communication skills but problems like personal hygiene, nutrition, family relationships, consumer education, and the social behaviors which effect job success. Particular attention is given to building a positive self-image and a sense of pride and hope about individual potential.

The Detroit project was developed jointly by the Urban Adult Education Institute, the Detroit Public Schools, and Wayne State University. It is a demonstration segment of a long-term, on-going educational and research activity. In-service training of professional and paraprofessional teaching personnel is a part of the total effort.

Detroit has a long history of adult education programs, stretching back to 1875. At the time this project began, nearly 100 ABE centers were in operation. The purpose of the special project is to isolate specific ways of coping with the complex educational needs of the ever-increasing numbers of urban poor who are severely handicapped by their limitations in education, attitudes, and social behavior.

Classes involving the use of special technologies are held in the Center for Experimental Education. Additional phases of the teaching program include Adult Armchair Education and other similar approaches.

In attempting to reach the hard core poor, the project leaders have worked closely with civil rights groups. We have also attempted to employ staff members who have their roots in the ghetto community and are, thus, more readily accepted by the poor than the top-level professional personnel who are identified, in the minds of the students, as being part of a system they resent.

Recruiting and counseling efforts are not limited to the formal setting of the center but reach into the bars, the pool halls, and the homes of ghetto residents.

At the time of the ABE conference (April, 1968), some 250 students have been enrolled in a variety of programs. Clear evidences of individual advancement are visible.

These include advances in grade achievement levels, improved ability to obtain and hold jobs, and greater participation in civic affairs. They also include such behavioral changes as reduced tardiness and absenteeism, reduced consumption of alcohol, decreasing use of profanity, and improved personal hygiene.

"To find and hold a job today—almost any kind of job—an adult must be able to offer a range of skills . . . educators are faced with enormous new tasks. . . ."
Dr. Grant Venn

PRIORITIES FOR THE 1970s

Cooling Hot Cities Through Adult Education and

(The following excerpts are from a speech by Dr. Grant Venn, Associate Commissioner, Bureau of Adult Vocational and Library Programs, Office of Education, DHEW.)

"For those of us meeting here, this conference can be—among other things—an occasion for renewed dedication to the goals of adult basic education, for ABE has never seemed a more pertinent subject than in these troubled times

when it seems entirely possible that many of the successful efforts of past years can be eradicated in diffuse and senseless outbursts of emotion.

"We are sometimes caught up in anxiety. But we can leave this conference also with a new sense of determination to get at the basic problems that have, from time to time, turned our nation's cities into tinderboxes: poverty, unemployment, racial discrimination, dead-end lives which seem the only possibility for those who cannot now measure up to society's norms of educational skills and social graces.

"If the death of Dr. Martin Luther King said one thing to us, it is this: we are no longer faced with a question of whether we can afford to educate people . . . it is now abundantly clear that we cannot afford *not* to educate them. And we must be sure that ABE makes the contributions it must make if these problems are ever to be solved.

"ABE is not an end in itself; it is a means to an end. It is a link between the aspirations of the millions of disadvantaged adults in this country and the decent, self-sufficient lives they have every right to lead. It is the role, the solemn obligation, of ABE to help adults master the skills they need to be able to communicate effectively and participate fully in the life of this nation.

"It is popular at the moment to say that education has failed. Education has not failed. Never in history has such a high percentage of the population been educated. But it is true that educators are faced with enormous new tasks, for we live in an entirely new kind of world.

"In the past, employers often sought the uneducated and undereducated because they were a cheap source of labor on the farm and in the factories. Jobs required little more than manual labor. The need for this unskilled labor is disappearing rapidly and the job market becoming increasingly more highly competitive. To find and hold a job today—almost any kind of job—an adult must be able to offer a range of skills.

"Furthermore, as man's aspirations climb, people are less willing to settle for lives of grinding poverty and ignorance. They want to grow; they want to hold up their heads; they want to be able to have interesting jobs and they want to possess some of the abundance of goods that America's wealthy society produces.

"Thus the problems of education are not the same as they once were. And we cannot go on using the same answers. It is, in fact, the realization for the need for new and better answers that has led us and the federal government to place high priority on adult basic education.

"The Advisory Committee on Adult Basic Education, established by the Adult Education Act of 1966 to submit recommendations to the President, urged development of a bold, comprehensive 10-year plan for adult basic education.

"As a first step, the committee recommended that Congress enact legislation to support an initial plan for a three-year enrollment buildup to three million adult students. New educational theorem requested included the need for adaptability to changing social conditions; more emphasis on relationships between basic communication skills and specific job skills; increased emphasis on human relationships such as family and home and civic responsibilities and the feasibility of expanding ABE programs beyond the eighth grade level.

The committee also recommended support for training programs to overcome the critical shortage of trained teachers, administrators and counselors. Federal

funding was authorized for experimental and demonstration projects. Closer coordination of existing adult basic education programs with related federal, state and local programs was recommended.

"In short, the climate is right for change and ABE is in the fortunate position of being flexible enough to be fully responsive to new opportunities. ABE is new enough to be unfettered by traditional concepts and not yet so successful that it cannot be challenged.

"Education in America has had a simultaneous positive and negative effect. At the same time it was opening new vistas of opportunity for the average and gifted student, it often—paradoxically—locked out the very people who needed it most. People who found learning difficult or those who, for various reasons, had missed out on educational opportunities early in their lives were filtered out of the system.

"Our schools have become prosecutor, judge and jury—condemning people to lives of limited potential because the people are unable to fit the conformist traditional educational structure.

"It is the task of ABE to reverse these condemnations for disadvantaged adults by reaching the core of the problem with educational programs that are directly relevant to the lives of students. If the target population is defeated or apathetic, their confidence must be built and their apathy overcome.

"There are methods to enable one to see his own success, reap some immediate rewards of personal satisfaction and see some possibilities of improved chances to find meaningful opportunities in life.

"A major step has been taken with the establishment of learning centers in areas easily accessible to potential students. Classes which do not conflict with working hours are fine. But they are not enough.

"What about motivation? How can education be made so attractive and so rewarding that people will want to leave their homes and devote their spare time to learning?

"The Adult Armchair Education approach has been used successfully in the homes of students and their neighbors. Various other methods must be developed and utilized on a wide scale. The time is long past when the problems of education can be solved by any one discipline. Programs to meet the needs of today must be tailored to the needs of individual communities and population groups.

"What needs to be done can be done—through strong local leadership, supplemented when necessary by public financial support and technical consultation from the state and federal levels. The splendid examples of some outstanding community efforts prove it is entirely possible to obtain necessary matching funds from private local sources.

"Adult basic education is at a tremendously exciting stage of development. Its potential is unlimited. Through imaginative testing of new methods and clearsighted evaluation of test results—whether in hot, harassed cities or the poverty-stricken rural areas—ABE can lead the way to fulfillment of the true goal of American education. That goal is to give every citizen an opportunity to develop his own potential and seek a rewarding way of life."

In Conclusion . . . .

(Derek Nunney, then Chief of the Adult Education Branch of the Office of Education, DHEW, made the following summary and comments.)

"Because of the critical issues facing adult basic education, including rapid expansion of programs at the State level, increased emphasis on special projects and training concerns at both the State and National levels, it seemed that a conference should be held to bring together top leadership to discuss these matters of immediate concern.

"The week-long conference was highly successful in bringing about an exchange of ideas and making us more aware of our role in adult basic education. I would like to review again, seven of the challenges presented at the conference:

"(1) *How can state directors assume a stronger* leadership role in their own areas, in terms of coordination with other programs such as Model Cities, Neighborhood Services, Manpower and Development Training and Neighborhood Youth Corps, to make sure that the adult basic education program will have a strong job orientation as well as a family focus?

"(2) *How can teacher training be more effective and real*—will there be experimental and experiential learning with actual students involved in each university, even (if they must come) as paid aides?

"(3) *How can we dissiminate and implement the findings from the special projects?* State directors should consider special projects as the experimental and demonstration component of the overall program. Every teacher training program should use the staff of the special projects as consultants.

"(4) *How can we build a larger professional group and group identity?* I would urge all of you to recruit and train at least three young people into middle management jobs.

"(5) *How can we involve the poor* in our programs as paid, welcome and vital elements? The poor can tell us what they don't like, don't want and won't accept. We must design what they can accept.

"(6) *How can we involve business and industry?* Can we offer adult basic education classes to business and industry in cooperation with local school districts, in order to provide a combination of education and on-the-job training? State and local directors could approach the public relations and training personnel in large industries and offer such coordinated programs. The idea could also be expanded to basic education for upgrading workers already on the job.

"Don't wait for industry to come to us. Why don't we take the first step and offer our services? We must take adult basic education to the people where they are and not always expect them to come to us in the schools.

"(7) How can we *keep ABE classes open through the summer?* It is critically important that we do not close classes on July 1, especially in the major urban areas. Under the continuing resolution, it will be possible to continue classes. It might not be too unrealistic, in the large cities, to *rethink the adult school year* in terms of either (a) an all-year operation or (b) if you must close for three months for fiscal reasons, close in the winter months when people are less willing and able to come out on dark nights and in bad weather.

"In the summer months, teachers as well as facilities are more readily available on an all-day basis. We could also relate our teacher training programs to adult summer classes and use these classes as a focus for special projects implementation programs.

"These seven points are among the challenges on the road ahead. If we are to attain a full measure of success in effectively reaching the educationally disadvantaged population, we must all continue to work together."

APPENDIX A

Institutions Participating in Experimental and Demonstration Programs in Adult Basic Education—1968

Division of Adult Education Programs
U.S. Office of Education

DETROIT PUBLIC SCHOOLS
Detroit, Mich.
Dr. Joseph C. Paige, Director
(A developmental and demonstration project to develop and test new innovative approaches to teaching undereducated adults, including the programed instruction and audio-visual techniques.)

LABORERS INTERNATIONAL UNION OF NORTH AMERICA, LOCAL 423
Columbus, O.
Marrion Parsons, Director
(An experimental and demonstration project in conducting a trade related adult basic education program leading to its eventual institutionalization.)

MOREHEAD STATE UNIVERSITY
Morehead, Ky.
George Eyster, Director
(A demonstration, developmental and research project for programs, materials, facilities and educational technology for undereducated adults.)

NATIONAL EDUCATIONAL ASSOCIATES FOR RESEARCH AND DEVELOPMENT (NEARAD)
Fort Lauderdale, Fla.
(A diagnostic, developmental and demonstration project in the processes of educating adult migrants.)

NORTH CAROLINA STATE UNIVERSITY
Raleigh, N. C.
Dr. J. B. Adair, Director
(A developmental and demonstration project to identify learning experiences and curriculum content to effect behavioral changes in undereducated adults by the use of programed and computer assisted instruction.)

OPPORTUNITIES INDUSTRIALIZATION CENTER, INC.
Philadelphia, Pa.
Ronald W. Howard, Director
(A proposal for a developmental and demonstration Adult Armchair Education project in the use of poverty homes and personnel for the grass roots instruction of undereducated adults.)

PUBLIC SCHOOLS, ALEXANDRIA CITY; ARLINGTON AND FAIRFAX COUNTIES
Arlington, Va.
George Griswold, Director
(A proposal for the establishment of an adult basic education materials and techniques demonstration and evaluation center.)

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.
Albuquerque, N.M.
Dr. William D. Carr, Director
(A regional educational television proposal for Spanish-speaking Americans.)

UNITED PLANNING ORGANIZATION
Washington, D.C.
James Cabbagestalk, Director
(Remedial adult basic education for job entry in the Department of Defense.)

UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Albany, N.Y.
Alfred T. Houghton, Director
(Head Start Parents Adult Basic Education project, New York City.)

APPENDIX B

Institutions Participating in National Teacher Training Programs in Adult Basic Education

	Institution	*No. of Years Participating*
1.	Ball State University	1
2.	California, University of, at Los Angeles	3
3.	Chicago, University of	1
4.	Colorado, University of	3
5.	Connecticut, University of	3
6.	Florida State University	3
7.	George Washington University	2
8.	Hawaii, University of	2
9.	Iowa, University of	2
10.	Kansas State Teachers College	1
11.	Maine, University of	2
12.	Marywood College	1
13.	Minnesota, University of	1
14.	Missouri, University of, at Kansas City	3
15.	Missouri, University of, at St. Louis	1
16.	Montclair State College	2
17.	Nebraska, University of	1
18.	North Carolina State University at Raleigh	3
19.	North Dakota, University of	1
20.	Northern Illinois University	2
21.	Oklahoma, University of	2
22.	Oregon College of Education	1
23.	Portland State College	2
24.	Richmond Public Schools	1
25.	Rust College	1
26.	South Carolina, University of	2
27.	South Dakota State University	1
28.	State University of New York at Albany	3
29.	Texas, University of	3
30.	Tuskegee Institute	1
31.	Wayne State University	3
32.	Wyoming, University of	2

APPENDIX C
List of Participants

Second National Leadership Conference on Adult Basic Education

NATIONAL ADVISORY COUNCIL

Mr. Walter G. Davis
Dr. Cleveland Dennard
Mr. Morris Hursh
Mr. Jesse Kellam
Dr. E. Roby Leighton
Mr. Alex Mercure

STATE ABE DIRECTORS

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George DeBow	South Dakota
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James Dorsey	Connecticut
J. K. East	South Carolina
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James Fling	Florida
Rocco Gambacorta	New Jersey
Bill Ghan	Missouri
John V. Griffin	Nevada
Brent H. Gubler	Utah
Earl L. Hammett	Louisiana
Clarence M. Hill	New Mexico
Leonard Hill	Nebraska
A. Holt	Pennsylvania
Jefferson Jeffers	Alaska
C. J. Johnston	Iowa
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W. W. Lee	Kansas

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Frances B. Mahoney	Trust Territory of the Pacific Islands, Saipan, Mariana
Charlotte Martin	Wisconsin
John Miller	Ohio
Ralph Mock	Texas
Federico J. Modesto	Puerto Rico
Elmer A. Mueller	Minnesota
Monroe Neff	New York
William M. Newsom	Rhode Island
Clifford C. Norris	Oregon
Norman Parker	Alabama
Rose Mary Pattison	Indiana
J. I. Pennington	North Dakota
Marvin Rose	Idaho
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Joe Timken	Oklahoma
James Toogood	California
Veverly Trenholm	Maine
Lagrimas Untalan	Guam
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Harry Hilton	VI
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William Neufeld	III
Name	**Region**
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Joseph Paige

Marrion Parsons

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Samuel Hand

Mattie Harrison

George Mead

Hugh Mills

Palmer Pilcher

Tim Regan

Ken Russell

Rev. Leon Sullivan

Curtis Ullmer

FEB 24 1970

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